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School Activities

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VOLUME XVI, No 8

APRIL 1945

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As the Editor Sees It

We consider W. W. Patty's article in this issue, "What Tenure for Activities?" one of the best we've read in a long, long time. Undoubtedly, in almost any school there are traditional activities, some of which "must be kept alive at any cost," usually with plenty of "artificial respiration." This is true especially of the school's old-timers — literary and debating societies and certain clubs.

Inevitably, in such a situation, the emphasis is placed upon activities instead of upon students. Note that this activities-student conflict is exactly the same as the curricular subject-student conflict which progressive schools are striving hard to eliminate. Let's not allow the extracurriculum to become less progressive than the curriculum. Dr. Patty's plea for a more flexible schedule based upon student interest is perfectly sound.

The increasing number of two-year and three-year subscriptions we have received during the past few weeks leads us to suggest an idea. You probably know that even now, because of war restrictions, some magazines are discouraging new subscriptions. Strange, but true!

As yet, *School Activities* has not been forced to adopt such a policy, but we do not know what the future may bring. Obviously, if such a policy became necessary, we, too, would serve our own well-established friends first. This is a possible "tip," not a "commercial."

In our humble opinion the greatest lack in today's professional educational literature is in the field of high school and college leadership. A little has been written for the teachers of these students; an occasional chapter or a few paragraphs in books on extracurricular activities and a limited number of magazine articles, but these are written for teachers. Even a brand new "Yearbook" on educational leadership includes only a few sentences on student leadership, and, of course, these sentences, like all the rest of this material, were written for teachers and administrators not students.

We don't know of a single book, large or small, written for the students themselves. (We hope to see one before long, however.) If we school people are as in-

terested in developing student leadership as we say we are, it's time we began to prepare and promote something definite for these young folks.

So the Great Music Master says that high school musicians can't play and learn at Interlocken? O.K., then let's ban all student council conferences and conventions, all assembly and dramatic program exchanges, all athletic, journalistic, and other interscholastic competitions, and any and all other meetings and events in which students from more than one school get together for educational purposes. Just as logical!

While honoring our graduates this spring, let's find a place in the program to remember those who did not graduate — and there are many of these. For instance, in a recent study in Michigan, it was found that of all tenth grade students in accredited high schools in 1937-'38, only 76 per cent stayed in school to graduate. For those in 1940-'41, only 69 per cent were graduated. Note that these figures do not show the ninth grade dropouts — always a considerable percentage, due mostly to maladjustment. The averages for the past ten years showed that 28 per cent of the tenth graders, 18 per cent of the eleventh graders, and 5 per cent of the twelfth graders were not graduated. How's your school's record? A good point for you to make, Mr. Principal or Mr. Superintendent, in your 1945 graduation program.

The National Commission for the Defense of Democracy through Education is advocating the raising of the compulsory attendance law to 18 years and, as a first step, the compulsory attendance of all children until they are 16 — in all states. Theoretically, of course, we have the 16-year requirement in most states, practically, we have it in few or none. The whole program sounds good. Yes, it can be financed.

The other day we saw a school paper with its advertising space entirely blank. This was the note of explanation—"There are no advertisements in this issue because of the inefficiency of our advertising staff." Not bad, eh?

What Tenure for Activities?

DO ALL of the extracurricular activities of your school have permanent tenure? If so, why?

Many teachers have stated that they worry more about their sponsorship of extracurricular activities than about their teaching of curricular subjects. When asked why this is true, they give various reasons. One may state that it is difficult (impossible is the correct word) to improve the quality of the club program year after year. Another is concerned because of decreases in club membership in what was, at one time, a very popular club. Still another is disturbed by an indifferent attitude evidenced by many members of the club.

Apparently many school administrators expect teacher-sponsors to make increasingly spectacular successes year after year of much the same program of extracurricular activities as that which has been in operation for years. A common practice is for new teachers to be assigned the less popular clubs. Some teachers consider that their professional abilities are being placed on trial when they are assigned faltering clubs, and that they must revive the popularity of such clubs at any price.

TWO TYPES OF TENURE

For how long a time should an extracurricular activity operate continuously? Does it not seem reasonable that the answer should vary according to the nature of the activity?

Apparently there are some extracurricular activity organizations of the school which need to be in continuous operation. Among such permanent tenure organizations might be mentioned the following:

1. Student Council
2. School orchestra
- *3. School band
4. Vocal music organizations
5. Interscholastic athletic teams
6. Student publications staffs
7. Safety patrols
8. School parties
- *9. Hi-Y, Blue Triangle, Scouts kindred organizations
10. School assemblies

Even among the foregoing activities, the athletic teams should be seasonal although continued year after year. The activities of the publications staffs should vary according to the needs of the school.

* In large high schools.

WILLARD WALTER PATTY
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Bloomfield, Indiana

A literary magazine published once a year as an incentive to the pupils with creative literary interests in a small school may be a wiser plan than more frequent issues which may be needed in large schools. Plans for musical organizations should be adapted in the small school to the situation that many students will participate in several of their musical activities whereas greater specialization is found in large schools.

Should there not be many short-tenure extracurricular organizations? This second type of tenure might well apply to all subject clubs and to many forms of hobby clubs. The variety of educational opportunities can be increased significantly by a rotating plan of short-tenure activities.

THE PERMANENT TENURE PLAN

In schools where the permanent tenure or "keep it alive forever" policy controls the extracurricular program, the activities may be divided into two categories. In one class belong those activities such as music, athletics, the student council, and others of a similar nature that live naturally as a permanent part of the life of the school. They keep themselves alive!

In a second class fall the extracurricular activities for which there are sporadic demands but which are kept alive indefinitely by "artificial respiration" techniques.

WHEN IS PERMANENT TENURE JUSTIFIED?

What are the factors which justify the continuous operation of certain activities? No doubt there will be honest differences of opinion concerning answers to this question. The following are submitted as among the most important considerations which justify permanent tenure for certain extracurricular activities:

1. Continuity is necessary for the development of individual abilities. (e.g.) musical organizations, etc.
2. The school needs continuous service of the organization. (e.g.) safety patrol student council, etc.
3. The activities of the organization cover occurrences throughout each year. (e.g.) school publications.
4. Some school organizations are part of

national organizations which have continuous programs. (e.g.) girl and boy scouts, Hi-Y and Blue Triangle, etc.

5. Interscholastic competition requires continuous operation of some activities. (e.g.) athletics.

No doubt other considerations also apply to athletics as well as to some of these other activities.

WEAKNESS OF "KEEP IT ALIVE" POLICY

All extracurricular activities should originate in answer to specific educational needs of pupils. As soon as a definite need has been met, that club or other similar organization should be discontinued until a similar need again arises. In many instances a specified club need be in operation for a term long enough to satisfy this need only once during a four-year period.

Is it not a mistake to keep clubs in continuous operation when demands for it are sporadic only? It would seem that the continuous operation of some clubs is a waste of time and energy of sponsors. In some instances, also, the natural demand by pupils for the club is so small during a particular semester that enthusiasm wanes.

What usually happens when a teacher is asked to sponsor a club continuously when the natural demands are sporadic and can be met within the space of a few weeks or a semester? The following are some of the undesirable procedures that probably will be followed:

1. The sponsor uses the power of his magnetic

- personality to attract and hold pupil enrollment in a club for which there is little or no natural demand.
2. The sponsor and program committee devise programs that lie outside the proper field of the club, thus overlapping the correct fields of other clubs.
3. The sponsor plans or encourages activities for club members that have no correct place in any club in order to preserve the popularity of the club.
4. The sponsor may permit undesirable or questionable conduct by some members of the club for fear of losing membership.

To some observers of club programs the third procedure mentioned is especially regrettable. It is surprising what a large place in the life of science clubs is given to "wiener roasts." The high points for the activity year of a commerce club of a well-known Indiana high school are two social dances. Many approved organizations spend much time and energy selling soft drinks and candy in school corridors

CHART NO. I

ACTIVITIES CHART

Four-Year Sponsorship Schedule*
Extra-curricular Activities for 6-Teacher School

Teacher	1945				1946				1947				1948			
ONE	Ea 36				Ea 36				Ea 36				Ea 36			
	Zc 18		Ee 18		Eb 18		Ee 18		Ed 18		Ee 18		Ef 18		Ee 18	
TWO	Hb summer only				Hb summer only				Hb summer only				Hb summer only			
	Ab 12	Da 12	Ra 12		Rb 12	Db 12	Ra 12		Rb 12	Da 12	Ra 12		Rb 12	Da 12	Ra 12	
	Rd 12	Rf 6	Re 12	Rc 6	Rd 12	Rf 6	Re 12	Rc 6	Rd 12	Rf 6	Re 12	Rc 6	Rd 12	Rf 6	Re 12	Rc 6
THREE	Ma 36				Ma 36				Ma 36				Ma 36			
	Mb 36				Mb 36				Mb 36				Mb 36			
	Mc 36				Mc 36				Mc 36				Mc 36			
FOUR	Ha & b 36 Ha summers				Ha & b 36 Ha summers				Ha & b 36 Ha summers				Ha & b 36 Ha summers			
	Oa 12	Ob 12	Oc 12		Oa 12	Ob 12	Oc 12		Oa 12	Ob 12	Oc 12		Oa 12	Ob 12	Oc 12	
FIVE	Sabc 36				Sabc 36				Sabc 36				Sabc 36			
	Ab 12	Aa 12	Ac 12		Ab 12	Aa 12	Ac 12		Ab 12	Aa 12	Ac 12		Ab 12	Aa 12	Ac 12	
SIX	Cabc 36				Cabc 36				Cabc 36				Cabc 36			
	Xa 18		Xa 18		Xa 36				Xa 18		Ab 18		Af 18		Ac 18	

*The letters in spaces refer to activities listed in the Activities Code. The numbers in each space indicate the number of weeks of operation of the activity.

and at athletic contests in order to reduce individual expenses to members of a club or class. One of the strangest illustrations of artificial stimuli noted was that of a junior high school orchestra that lost membership and disbanded after the mothers quit furnishing a "feed" for its members at each meeting.

The "keep it alive at any cost" policy seems fraught with dangers which may well be avoided by thoughtful educational leaders.

THE ROTATING PLAN

A plan for rotating terms of operation of such clubs as possess significant educational values, but for which there are only sporadic or seasonal demands, is proposed. This rotating policy holds that we should attempt to secure maximum educational results in each extra-curricular activity in the minimum time possible.

It has been conceded that some activities should operate continuously, but there are many worthwhile demands which could be met by the organization of short-term clubs. The adoption of a rotating policy permits a faculty of restricted size to expand the extracurricular program of a school without additional cost. It results in an increase in variety as well as in number of activities.

The rotating plan seems to have values for any school but should be especially desirable in small schools. Admittedly, it is not easy to organize and manage a superior and varied program of extracurricular activities in a small school. The narrowness of curricular offerings usually found in small schools, however, makes the educational opportunities of a varied extra-curricular program especially important.

The following activities code and chart

attempts to show how the rotating plan may provide for both continuous and periodic tenure for extracurricular activities in a typical small high school.

ACTIVITIES CODE

SMALL HIGH SCHOOL

- 1. Aa Basketball
- 2. Ab Football
- 3. Ac Track and field
- 4. Sa Building safety patrol
- 5. Sb Playground safety patrol
- 6. Sc Street safety patrol
- 7. Ma Mixed chorus
- 8. Mb Orchestra
- 9. Mc Sponsoring of solos, duets, trios, quartets (both vocal and instrumental) upon occasion
- 10. Oa Hunting club
- 11. Ob Trapping club
- 12. Oc Fishing club
- 13. Ha 4-H Club for boys during summers

CHART NO. II

Teacher Load Chart
Six-Teacher School

TEACHER		LOAD
Teacher ONE	Curricular	English and Foreign Language
	Extra-curricular	Ea, b, c, d, e, f.
Teacher TWO	Curricular	Vocational Home Economics, Chemistry, and Health and Physical Education for Girls
	Extra-curricular	Ra, b, c, d, e, f. Da, b, d. Hb summers only
Teacher THREE	Curricular	Social Science, Music, and Commercial Subjects
	Extra-curricular	Ma, b, c.
Teacher FOUR	Curricular	Vocational Agriculture, Farm Mechanics, Industrial Arts
	Extra-curricular	Oa, b, c. Ha and b. Ea summers
Teacher FIVE	Curricular	Health and Physical Education for Boys, Biology, Safety Education
	Extra-curricular	Aa, b, c. Sa, b, c.
Principal SIX	Curricular	Administrative duties, Mathematics
	Extra-curricular	Ca, b, c. Ia, b, c, d, e, f, g.

- 14. Hb 4-H Club for girls during summers
- 15. Ea Monthly publication — a combination of newspaper and literary magazine type with a special commencement edition
- 16. Eb Debate club
- 17. Ec Dramatic club
- 18. Ed Puppet club

19. Ee Commencement play
20. Ef Play writing club
21. C Student Council
22. Ca Student participation in school government
23. Cb School parties
24. Cc School assemblies
25. Xa Airworld club
26. Xb Astronomy club
27. Xc Coin club
28. Xd Geology club
29. Xe Kodak club
30. Xf Radio club
31. Xg Stamp club
32. Ra Soft ball
33. Rb Tennis
34. Rc Archery
35. Rd Field hockey
36. Re Basketball
37. Rf Volley ball
38. Da The dance (interpretative)
39. Db Tap dance
40. Dc Folk and "square" dances

It will be noted that the rotating schedule, as shown by the preceding activities chart, is organized on the basis of six-week report period units and multiples thereof. This arrangement would permit students to transfer from one activity to a preferred one at appropriate times.

Recognition should be given to the fact that the list of activities and their arrangement, as here presented, might be changed with profit to meet each school's individual needs. It must be admitted, also, that the proposed schedule of forty extracurricular activities places a heavy load on a six-teacher staff. The total teacher load in a small school can be materially reduced, however, by alternating non-sequence courses on a four-year schedule basis so that each student may enroll in any curricular subject desired at some time during his high school career.

It is coming to be recognized that a teacher's extracurricular sponsorship load should be included as an official part of his total teaching load. Progressive schools are scheduling a full period daily as an "activities period" for assemblies, hobby clubs, subject clubs, council, and homeroom activities. In small high schools, where most of the pupils are transported in school buses, many administrators also schedule practice sessions for musical and athletic organizations. Otherwise, rural pupils would be ordinarily deprived of opportunities for participation.

Chart No. II summarizes the curricular and extracurricular load for the staff of

a six-teacher high school.

ADVANTAGES OF ROTATING PLAN

The rotating plan of extracurricular activities possesses many advantages. These advantages may be considered with relation to the pupil, the teacher, and the school.

Advantages to the pupil. He has a greater variety of activities from which to choose. Since he participates in activities better suited to his abilities, his enjoyment is increased. The pupil's opportunities for self-development are improved by the enlarged possibilities of selection. His interest in the school and its activities is greater.

Advantages to the teacher. The teacher-sponsor's time and energy is conserved when managing the program of a club that has not outlived its natural span of life. Greater pupil interest causes their supervision to become an easier and more pleasant duty. The rotating plan of operation of clubs requires less technical expertness of club sponsors because of the keener interest of pupils and because the natural activities of such an organization are not exhausted. While it is true that sponsors must adjust to a greater number and variety of clubs than under the permanent tenure plan, this should worry them less than the strenuous efforts necessary to keep a languishing club alive indefinitely.

Advantages to the school. The rotating plan enables the school to expand the educational opportunities of its program without additional cost. It permits the school to offer natural appeals to the varied interests of an increased portion of the student body. It stimulates democratic participation of pupils in planning organization programs because readily recognized possible activities of a club are not exhausted during the term of operation. The rotating plan raises the quality of pupil experiences because the pupils "skim the cream" from selected clubs that are in the prime of life.

Recreation is a mode of behavior, either individual or collective, which has its own drive and gives current satisfactions, and is not undertaken for any goal or purpose beyond itself.

—Martin N. Neumeyer

Since there is at the present time a general stirring of interest in American folk lore, let us take advantage of the situation and make organized efforts to preserve our cultural heritage as we are trying to preserve our forests, land and wildlife.—Sarah Gertrude Knott.

Improve the Sports Page

SPORTS news is vital, dramatic, important. It interests both the school and the community. Yet many school newspapers publish sports pages so mediocre that it is surprising that readers tolerate them.

Fortunately, it is easy to improve sports pages. Nor need it involve the newspaper's budget. However, it does require the ability to make a critical appraisal of the sports page and see the many possibilities that are overlooked.

Examine the typical sports page. Usually what judges of critical services have said about it is true. Further analysis may reveal that sports stories as a whole fail to give the true picture of the school's program of athletics and physical education.

First things should come first on the sports page. Hence, it may be questioned whether it is desirable to have an ornate heading for a page if it takes five or six column inches badly needed to cover the intra-mural program.

Yes, it also should be questioned whether an amateur sports commentator — or several of them — should hog close to a column of space while girls' athletic activities receive two or three column inches of space at the bottom of the page.

Moreover, it also should be questioned whether it is desirable to feature chiefly what has happened — and is known by most of the readers — if this makes it seemingly necessary to minimize what's going to happen.

These are some of the faults of many high school sports pages. Luckily, they can be remedied. One of the best ways to do so is to make a study on the one hand of what readers want and on the other of what the newspaper does.

Ask readers what they think of the sports page. Interview them or give them a questionnaire. Arrange a poll or contest to get ideas. Or sit down with some of them and take the page column by column to find what they read and what they do not.

A little arithmetic will be necessary, too. Count the number of sports stories in each issue and measure the number of column inches they take. Note how much space is given to news, comment, features, and

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Philadelphia, Pennsylvania

advertising.

But don't stop there. Compare — or contrast — the space given to followups and advances—what's happened and what may happen. If the former receives a great deal more space, something is wrong with the editing policies.

Measure the amount of space given to inter-scholastic and intra-mural sports, to boys' athletics and girls' athletics, to news and comment. This kind of investigation may prove that sports news coverage is incomplete, perhaps distorts the situation.

Although the sports reporter may enjoy writing long accounts of games he sees, it's more important to report the activities of many students than those of a few heroes to be praised in play-by-play reports.

What about tabular data? League standings, for example, should be published regularly. A sports calendar is desirable. Various other statistical matter—batting averages in baseball season, for example — arouse much interest.

What happens during the lulls between seasons? Sports editors should use their space for various features. Right now stories about school athletes now in service are timely. And there are many other possibilities.

Indeed, long range planning will make it easy to fill the page — and then some! The sports staff should keep up its morgue, future book, and staff library. Often good ideas can be found in a sports encyclopedia.

At the same time the standards of news writing and editing should be raised. Often sports writing is verbose and opinionated; sometimes it is crowded with slang and jargon. Similarly headlines and makeup need more attention.

If the budget provides for pictures, emphasis should be given to action photographs. Space can be saved often by cropping the pictures carefully. Moreover, the pictures should represent all sports — girls' and boys', intra-mural and inter-scholastic.

Sports news should present a true pic-

ture of all sports. It should not glorify a few "heroes" and ignore those who back up the "heroes." Nor should it foster editorial attacks on rival schools.

Provision should be made for careful training of the sports staff. Its members should know how to gather the news and how to write it. In addition they should learn the rules of various sports and know about standard references in the field.

Moreover, it should be made clear that

other activities in many instances have greater educational value than athletics. Hence, sports news should be kept within reasonable bounds. And within its space it should present the whole story of school sports.

To conclude, then, it is desirable for each sports staff to be self-critical. It should examine fully any suggestions or criticism it receives. Then it should remain alert to the possibilities of each issue, always planning far ahead.

Synchronizing Speech Methods

II (Con.)

APPLICATION TO PERSUASIVE SPEECH

B. REHEARSAL PROCEDURES

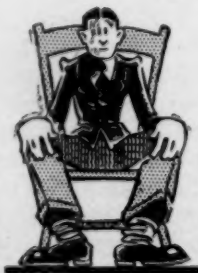
Earthward — in a breathless drop — through several thousand feet of space.

Then — instant *blackout*.

A moment later the plane zooms upward, climbing safely. Yes, that scene below is a "blackout" to the reconnaissance pilot. Ever will it remain so to him. But an automatic camera kept right on filming that which was blotted out from his own sense and memory.

The student speaker is equipped with no such camera. If he "blacks out," so does his persuasive effort. And so does the audience. For his "blackout" may assume peculiar form — anything from a sadly disturbed trouser leg to incipient indigestion.

His "blackout" is the result of some *disturbance*. And just as loneliness is not healed by crowds, so speech blackout (stage fright), is not eliminated merely by increasing the number of performances. The source of distraction must first be analyzed.



AUDIENCE DISTURBANCES

Bernard Gabriel observes those sources in his unique clinic:

- someone coughs
- a doorbell rings
- memory fades out
- the depressed feeling of heavy responsibility
- a door squeaks

EDWARD PALZER

Associate Editor, "Platform News"
Portland, Maine

- a lady sneezes violently
- another door slams shut
- a spotlight blinds the eye
- an indefinable critical atmosphere
- the loud crunching of popcorn
- some sourpuss scribbles something on a pad
- a late comer stumbles over rear seats

"Strange and devious methods" are employed in that clinic.

One student, a musician, is presently upset at the spectacle of a dear old lady out in the front row. She is fanning herself all out of time with the music.

"To condition the artist against this sort of annoyance, the whole audience suddenly became ambulatory, and several handkerchiefs were waved in all manner of rhythms."

Now another performer begins hopefully. A moment of success — then a "blackout." Her memory has faded into nothingness.

"We would stop her as she played, unexpectedly and abruptly in the most awkward places, in the middle of a phrase, for instance. After she stopped, I suggested, even commanded, that she continue from the very point where she had made the break."

A carefree lad now takes the stand. He too has his moment of success. Then an epidemic of audience curiosity, bleak and contagious, rears its ugly head. Indeed, "the sight of a sea of staring faces with their myriad expressions was enough to induce a severe vertigo. Our treatment

(1) A New Cure for Stage Fright, Successful Living, p. 22-23.

was to *stare* as no audience had ever stared before, and the expressions on our faces were indeed something to behold."

That high school coach who had so few rehearsal rooms that he had to send one of the boys down to the furnace room might find method even in that madness. For, hot or cold, dampish or thirstily dry, stuffy or airy, breezy or irritatingly quiet—these are surely physical factors of consequence. They fit, for help or ill, into the *process of total conditioning for the actual audience situation*.

VISUALIZATION

And that process cannot be too varied. Even the simple expedient of moving around in the room and facing the group from a different angle will help to break tensions.

Of course, any device which prompts the student to *visualize the audience situation* will add stimulus and meaning to the rehearsal itself. Here *listening* also plays a part. Get the student to analyze his own feelings as a member of the audience.

Perhaps some student, with powers of eidetic imagery beyond the average, can see realistically in his mind's eye the very situation for which he is preparing. The following suggestions to accentuate *audience awareness* are not intended for him. In fact, he does better to enlarge on his own paths.

However, most students are not so fortunate. Take *monotony* for example. It is the basis of ineffective speech, as well as a potent cause of stage fright itself. In fact, it can be said that monotony and stage fright partly cause each other. Yet *it is not enough that the student know in a general way that he is monotonous*.

SPEECH "BAROMETERS"

Especially helpful is a set of speech "barometers," one for rate, another for pitch; another for emotional color (collect a list of moods from any up to date guide on speech). The group has fun in constructing and painting these "barometers" with their arrows, pointers, and variations.

While the student is rehearsing, each "barometer" is "operated" by another student in the group. Thus if the needle on the intensity barometer stays on "loud" most of the time, with no change, it indicates that the speaking was particularly monotonous in that respect.

In breaking down any form of monotony, the student must be careful not to es-

tablish a rhythm with the variation. That is quite as objectionable as the original monotony. Nothing is gained if the method opens one door, but closes six others.

The use of barometers will have the added benefit of getting his attention off his notes, off the floor, off the ceiling. Introduce one barometer at a time to avoid confusion. Ambitious young electricians in the group let their imaginations construct wall charts, graphs, barometers with colors and lights. But whether elaborate or simple, the purpose of the device is always the same: upset the student's mental apperception and encourage him to develop a vivid awareness of the audience situation—but an *awareness without fluster or worry*.

Just when is the listener saying "yes," and when "no"? Telltale signs are everywhere to be found. That sleepy, half-closed eyelid tells a tale of disinterest. The tight lip, especially when accompanied by the squinting, toward-the-nose-movement of the lower eyelid suggests non-assent or even open disapproval. Here is an excellent opportunity to synchronize the study of art and pantomime with that of persuasive speech.

The entire group can pantomime various feelings and reactions toward the speaker and his proposition. Photographs of crowds, or of individuals in various moods, recordings of actual audience sounds, and films of different audiences bring the realism of speech even closer. Surely if the student can mentally circumscribe his feelings in visualizing many different audience situations, he has gone a long way toward their elimination.

Just recently CBS is asking its listeners to "talk back" to its programs. (It's about time!) A typical "guinea pig" audience signals its reactions by pressing green buttons for "good," and red buttons for "poor."

Dr. Lazarsfeld of the Office of Radio Research and Dr. Stanton of the Columbia Broadcasting System have developed the "Program Analyzer." The "dialers," who are radio listeners, come to the studio, settle down comfortably in an easy chair. Then they listen to a previously recorded program. Score is kept on a tape equipped with two pens, one red, one green, for each person making the test. Thus there is a record of the exact second at which the listener took a dislike to the broadcast,

(2) *Thumbs Up—Thumbs Down, Tune In*, Vol. II, No. 10, pp 30 31.

and also how long that dislike continued.

The device itself is rather naive in that it deals only with vague surface impressions of people. But it is significant that CBS, primarily a business institution, regards the analysis of audience reaction worthwhile from a business standpoint. It is no mere academic pastime.

"You're not the audience I prepared for. Well anyway, I've got what I've got." A common student admission.

PSYCHOLOGICAL WALKOUT

His attitude parallels that of one announcer: "Now, folks, we are going to add a number to the program — high class — operee — we don't like it, and we know you won't — but we bring it on anyway to balance the program and show you what we can do." It amounts to a "psychological walkout" on the audience.

Particularly distasteful to the listener is the clumsy promotional insertion: "The sponsors of this news broadcast; Clarkson and Sons, makers of the world-famous Clarkson Chicken Noodle Soup Mix, the soup prepared from an old Maryland recipe and endorsed by twelve of the country's leading chefs and which can be made so quickly and economically — simply add the hot water and there you are! — forego their usual sales message in order to bring you complete news coverage during this emergency."

The student debater who relies on a canned rebuttal speech not only "walks out" on his listener. He "walks out" of the discussion itself. Those "memorized blocks" are manufactured to fit any number of eventualities, but fit nothing in particular. Anyway, in they go! Change the word order, the phrase. Reverse the scheme of argument — anything to prevent those set blocks from "setting" his mind in a mental cast, perhaps unalterably.

It was in Atlanta, Georgia, in the Fourth Regional War Labor Board, where a bill collector was recently relieved of his stewardship: "He proved entirely unsatisfactory. On one occasion he was given a bad debt to run down. After spending several days attempting to locate the man, he discovered it was himself he was looking for." Similarly purposeless are these artificial speech methods which revert only to themselves.

The secret of Dr. Laubach's phenomenal success in teaching eighty-four different languages is applicable to speech instruction: "The best way to learn any-

thing is to teach it." His slogan of "Each One Teach One" presents a true speech situation. Students working in pairs and groups, as "performer" and "listener" alternate a valuable speech experience. Reduce it to that, and *conversation* and *friendly listening* will replace artificial purposelessness.

"PACING" TECHNIQUE

Glenn Cunningham's peak performance in 1939 was not a race. He was *paced* in the mile run by lesser runners "operating in relays." These "pacers" had the same function as rabbits at greyhound race tracks. In dramatics (outlined in Section III in the next issue), "pacing" is more commonly known as "foiling."

In all "pacing," let the instructor *make sure that the student is not always working alongside of someone either inferior or superior to himself*. Instead, the student should get both experiences: he is entitled to the stimulus and enlarged pattern he will get in *being paced* by someone more capable than himself, and, on the other hand, the self-assurance he will get in *pacina* someone less proficient than himself.

Perhaps the high school student who lacks assurance with his own group could find it with a less formidable group, such as an activity club in the grade school of the same school system. Or perhaps a strange audience in another school system. Those who are critical of exchange speech sessions with other schools often overlook this psychological value of *constructive pacing*.

In the final analysis, even the conditioning process itself has two doors:

- (1) *add* disturbing elements.
- (2) *remove* disturbing elements.

The net effect of either of these is to *remove*. Even though *physically* they are *added* in the first case, *mentally* they are *removed*. Therefore in (1) they are *removed mentally*. In (2) they are removed, subtracted, or reduced in cases where *pacing* against superior odds would drown the beginner instead of teaching him to swim. And in all this activity, the *speech style must ring true with the personality of the student*. The process should be *derivative rather than additive*. Then, if the result seems inadequate, enlarge that character, that person. *It is a character-building job, not a project in camouflage.*

(Continued on page 319)

- (3) *The New Yorker* Album, Random House.
- (4) I. N. S.

The Age of Clubs

HISTORY OF CLUBS

THE history of extracurricular activities reads like a novel. It is something of a Renaissance, an awakening, a demand for freedom of expression. Former school authorities could almost be termed Spanish Inquisitors armed with hickory sticks and cat o' nine tails instead of thumb screws and body wracks.

In the beginning — whenever that was — extracurricular activities were frowned upon as a frothy manifestation of youth which had no legitimate connection with academic subjects. Stern faced school-masters bitterly opposed anything that smacked of personal enjoyment. Any consideration of extracurricular activities was merely a left-handed attempt to prevent development of too many evil features such as taking too much of the pupil's time away from the all important "readin', writin' and 'rithmetic."

Thus extracurricular activities in general, and clubs in particular, resulted not from thoughtful foresight of school authorities but directly from a felt need by the pupils themselves. Today the pendulum has swung in the other direction. Administrators now are not only allowing but are positively encouraging, sometimes even requiring, participation of pupils in such activities. At any time I expect the present curriculum and extracurriculum to change places. If it were practical, that's the way I'd like to have it. Incidental teaching by a sympathetic sponsor will be remembered far longer than will formal drilling by a college-bred automaton. Of course, this movement may be carried too far. Too much emphasis may be put on *requirements* and *compulsion*. In that case, youth will blithely move on to a new frontier. After all, extracurricular activities make up a well nigh unexplored and unchartered field. The few sign posts that have weathered the storms were put there by youth. Trust the adolescent to blaze the trail farther afield if well-meaning educators and administrators push him too hard.

NEED FOR CLUBS

I would like to take as my text, as the old preacher says, a quotation from Rivlin: "The child should be convinced that there are a great number of interests and

JOSEPHINE WARREN

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Snow Hill, Maryland*

activities that are open to all, regardless of the ways one earns a living." In practically no other country is this true. The tendency is toward a shorter working day for adults. The school should be able to prepare them to use this leisure time profitably and enjoyably. At the same time, we must not lose sight of the fact that the child's leisure activities are "full of opportunities that hold both *promise* and *threat* for his *emotional health*." Many advocates of extracurricular activities disregard the fact that many unsuitable, poorly sponsored activities not only do not help but actually harm the child. They may even give him maladjustments that he will carry through life. It is up to the school program — whatever it might be — to build up the "promise" and tear down the "threat." An artistic youngster who is forced into a so-called art club to copy or make photographic representations of his pictures loses all interest in art. That is the type of threat we must watch out for. If the talented child had half the time and attention the low-grade morons get, it would be a better world to live in. Clubs should be entirely free, of course, of the necessities of doing required work for "passing." When club membership is completely spontaneous and enthusiastic, clubs are really "cases of progressive education."

An editorial in *Clearing House* says, "The trouble with us is that we agree too much." That won't be the trouble any longer, if indeed it ever was, for I believe the main trouble is that most people don't agree, but are afraid to stand on their hind legs and say so. Schools do, however, actively disagree on how club programs are best initiated, how best organized and financed, and how they should be compared and analyzed.

Before attempting a club program, three questions should be raised: "What are you trying to do?" "Why are you trying to do it?" And, "Why are you trying to do it that way?" You see, there must be a disagreement, a "divine discontent."

Paul H. Hanna.

Nobody ever heard of improvements coming from a bovine state of acceptance and contentment.

PURPOSE

The purpose of clubs is of primary importance. Dr. Roemer says, "The whole purpose of a club is social and recreational." Allen does not specify purposes directly. His criteria for judging school clubs suggests that worthwhile purposes may be almost limitlessly varied. Fretwell says that clubs should make for "worthwhile knowledge, skills, and appreciation and for intelligent use of leisure time now and later" and that "extracurricular activities should grow out of curricular activities and return to enrich them." Here again there is disagreement, but one thing that all educators agree on is that the one main purpose of conducting club activities is to develop active interest on the part of the members. This purpose is widely held and so highly regarded that it constitutes a major reason for being.

Why go to all this trouble to develop and maintain active interest? Some teachers (if no administrators) still do not realize the true underlying motive back of clubs and all extracurricular activities because relatively few of them really understand the adolescent. Freud has defined adolescence as the "struggle for deliverance." The child is caught in a maelstrom. For the first time in his life he attaches importance and interest to the other sex. These new desires and drives that he is faced with make him alternate between happiness and despair. In order to give him security in the new scheme of things, his impulses must have new direction or sublimation. That is why any desirable activity that the child enjoys — whether it's dancing or playing football, collecting stamps or sailing a boat — should be encouraged and developed. During the school day his regular work keeps him busy. It is after the school day is over that his play needs direction. Clubs that meet after school or even at night would keep him away from so much commercialized entertainment — dance halls, pool rooms, even movies — any entertainment offered on a commercial basis to anyone from six months to sixty years, more or less, who has the entrance fee.

Most of the recreation and amusements, especially the movies that so many children prefer, outside of the bad influence mentally and morally, are passive. The child needs to be active. No attempt is

made to help him choose his entertainment intelligently. Children learn to steal, to lie, to do most anything, to buy often harmful, and almost always useless, entertainment when an understanding school situation could solve most of the difficulties if it were not so bound and determined to crowd everything into one short school day. Statistics tell us that twenty-eight million young children (some under five) and adolescents attend movies regularly every week, and that one-sixth of any movie audience — regardless of the picture — is composed of pre-school and school-age children. When you stop to consider the general type of picture shown, you can easily see that the school has a big responsibility that it is shunning entirely. As I see it, if the home won't, the school should. Even from the viewpoint of physical instead of mental health, the movies cause much suffering and probable blindness from severe eye-strain. Many theatres are veritable fire traps. And no one need be told the dangers to mental — if not physical — adjustment in the pool rooms, dance halls, ice cream bars.

BOY SCOUTS VS. CLUBS

Mr. Walter M. Taylor has investigated the extent to which club activities in public schools supplement and are supplemented by extensive outside activities that carry on the idea of extracurricular activities of the school. Boy Scout organization was taken as an example of this type. He has found that in no instance have the schools taken advantage of the Scout activities, and in no instance have the Boy Scouts co-ordinated with the club program in the school. He has also been informed by the Boy Scout headquarters that headquarters officials are acquainted with no such example.

True, Boy Scout organizers are not professional educators, but they have accomplished much that educators might have been glad to accomplish. Why could not the school have some such powerful organization outside of, but governed by, the school? Would not that be one way to secure worthy use of leisure time? With the Scouts there should be "co-operation without incorporation" in the school. Now there is neither. The school should be an active part of the community, not merely a building that is open from nine to four.

WHAT IS A GOOD CLUB?

What is a good club? Generations of children have said, "I know the answer, but I can't put it into words," and gen-

erations of school ma'rms have said, "If you can't say it you don't know it; sit down." Knowing is not necessarily the ability to put an idea into words. You could recognize a kangaroo without being able to define him. Joseph Roemer says that a club "is a voluntary organization of high school students built around a common interest, the motive power of which is generated from within." If it functions right, its members are "enthusiastic, courteous, co-operative and active." It moves under its own steam. The sponsor serves merely as a guide. She never dominates the club.

Allen has set up a list of criteria for judging clubs: "The service the club renders the school; the service the club renders the pupil." I think it should be just the other way around. He has prepared a chart for judging the criteria of the club program as a whole. It consists of questions to be answered by "Yes" or "No":

1. Is the club program headed by a capable sponsor?
2. Are the club offerings varied to meet local needs?
3. Is the club program dignified by a definite place in the schedule?
4. Is each club sponsored by competent faculty members, trained, interested, enthusiastic, co-operative?
5. Is membership limited to bona fide students of like interests and ability to profit?
6. Are self perpetuating organizations excluded from the sponsored list?
7. Are definite and worthwhile purposes required before clubs are chartered and approved?
8. Are offerings limited to local facilities and actual needs?
9. Are offerings authorized by local school authorities?
10. Is there general participation of the student body?

CRITERIA FOR JUDGING INDIVIDUAL CLUBS

1. Is there a faculty sponsor capable, sympathetic, enthusiastic?
2. Is the purpose evident, result evident, interest sustained?
3. Is the club approved by school authorities?
4. Is the club meeting a local need?
5. Is membership limited to membership in school?
6. Is the club democratic, open to anyone interested in the activities of the club and also has the ability to profit while a member?

7. Does club meet at school during school regularly for limited time?
8. Is participation of members encouraged but limited?
9. Are fees limited and stated in advance?
10. Are programs planned, approved, and stated in advance?
11. Do club activities often grow out of curricular work?
12. Does club foster a helpful school morale, a spirit of service and co-operation?
13. Is the club conducted in a parliamentary manner, all taking part, the sponsor guiding?

HOW MAY CLUBS BE STARTED?

Before any type of club program is decided upon, there should be a "well-defined need, an earnest desire, an urgent demand" for clubs. An alert teacher, and it goes without saying that a sponsor can make or break a club, can do much to discover a variety of interests, array of hobbies and a desire to explore new fields.

Club programs should be as different as the schools in which they function. They should meet the needs of a changing population. The club program should not be launched on the spur of the moment either. The most successful club programs were gradually developed. For example, in Augusta Lewis Troup Junior High School, the first step in a club program was at the beginning of April; the actual clubs were not started until about the middle of the following September. There were seven main steps in developing the right attitude towards clubs. All of this work was done in homeroom. It was briefly as follows:

1. Teachers devoted a home-room period to guidance lesson on worthy use of leisure time.
2. A survey of pupil club interest. Each pupil handed in names of clubs that he would like.
3. A survey bulletin was given to each teacher. This contained names of clubs that children had indicated. There were forty-three individual clubs and thirty additional ones. Teachers were asked to select a first and second choice of clubs that they would like to sponsor.
4. Determining real interests and aptitudes of pupils. Discussion of each club. Pupils chose clubs they wished to belong to — first and second choice.
5. Pupils club cards were sorted according to interest. Some of them had to be

duplicated — fine dramatic, fine hand-
 ircraft, etc.

6. Preparation of homeroom lists for notification of club assignments.
7. In September the seventh grade was assimilated in like manner and club program was on a weekly period schedule.

This is particularly interesting to me because all the work was done through the homeroom. That is the way it should be.

APPLICATION AND CHARTER

In Uniontown, Pennsylvania, a Senior High School teacher suggests the clubs to pupils. If they approve, a tentative organization is formed: officers are elected and purposes outlined, a tentative set of rules is made, and a sponsor is sought. (Just why she is not the teacher who suggested the club I don't know.) In this school, the student senate, or council, charters all clubs. The senate refers a petition for a club to the Club Committee. If the Committee approves the petition, it notifies the senate. The senate grants the charter. If, however, the objectives of the club are not being fulfilled, the charter is declared void, and the club ceases to function. It disbands and returns the charter to the senate, or the senate has the power to revoke a charter and ask the club to disband. The main reason for this is to kill painlessly any dying clubs that may be detrimental to the club program. It is true that the purpose of some clubs is such that the work is soon finished. Naturally, that type of club would disband.

In this school, all the club activities are under the supervision of the director of extracurricular activities who is appointed by, and responsible to, the principal. Following is a duplicate of the club charters:

The Club Charter
 SENIOR HIGH SCHOOL
 UNIONTOWN, PENNSYLVANIA
 CLUB CHARTER
 THE STUDENT SENATE

Pursuant to the authority vested in us by principal and student senate this charter is hereby issued to This charter is issued to be effective for the year indicated hereon and may be renewed by application to the Student Senate. This charter is held subject to all rules and regulations laid down by the student senate and the director of extracurricular activities concerning the conduct of school clubs and is revocable for violation of any or all of the same. The activities of this club must be conducted along the lines stated in this application for a club charter and those lines only.

The sponsor for this club is
 Year

The Student Senate

President

Secretary

Director of Extracurricular Activities

Application for Club Charter:

We, the representatives of the club respectfully petition the Student Senate to grant us a charter. The main purposes and aims of this club are

The values to be derived by its members will be The benefits derived from this club by the school probably will be The club would like to meet (where)

When How often
 (Cross out proper word or words.)

This club plans, does not plan, to have a constitution.

This club will have the following officers and standing committees

The following are the proposed activities and working plans of the club:

The membership requirements of this club will be The members will be chosen and elected by

..... is requested for sponsor of this club because

(Cross out word or words.)

This club intends, does not intend, to charge an entrance fee.

This club intends, does not intend, to charge dues of

The money collected will be used for

Temporary President

Temporary Secretary

Temporary Sponsor

(date)

STANDARDS FOR JUDGING SPONSOR

Standards for judging a club sponsor.
 (This is a touchy job. It's hard to judge a person's work and leave personalities out of it. This is just one method of judging club sponsors.)

The sponsor is rated according to whether in the opinion of the judge she is superior, satisfactory, or unsatisfactory in each of the following:

1. Is she physically adapted to club work?
2. Is her appearance in keeping with good taste?
3. Does she exhibit good conduct and manners?
4. Is her voice pleasingly modulated?

*Joseph Roemer, "Judging a Club Sponsor."

5. Does she understand the aims and functions of a club?
6. Does she exhibit training in club work? Is she willing to learn?
7. Does she command pupil respect? Engender confidence?
8. Is she versatile, tactful, resourceful?
9. Is she capable and responsible?
10. Is she magnetic, stimulating, optimistic, friendly?

Attitude

1. Is she fair and just with all persons?
2. Does she manifest a sympathetic interest?
3. Does her guidance stimulate interest and co-operation?
4. Is she punctual and prompt?
5. Does she meet unexpected situations well? Has she poise?

Technique

1. Are participation and contribution carefully nurtured?
2. Does she demand a finished product—completeness?
3. Does she build up club work by commendation?
4. Does she keep in the background, acting only as an advisor or guide?
5. Does she evaluate the work of the semester? Does she measure her club and activities making particular comparison between aims and accomplishments?

The question I would like to add to the list is: Is she a perfect teacher? She would have to be in order to be superior in all those ratings. However, it is an attempt to evaluate the sponsor and, as I have said previously, a sponsor can make or break a club.

I have included these standards for judging a club sponsor, charter and application because they seem to be fairly typical of the formal club set-up. The club program can be, of course, as formal or informal as you please. There are all kinds and varieties, but whatever kind or type it is, if it has any excuse for existing, if it is worth its salt, it must *widen* and *deepen* the children's interests, give them *new* interests, broaden their range of vision, teach them *how* to spend leisure time. The club must be a real life situation that children can cope with here and now.

McKown gives an interesting story from his own life. When he was a little boy he wanted to become a grave digger. The reason? He liked to dig holes. He couldn't dig cellars because few people built houses,

he didn't know how to dig round holes so well-digging was out of the question. The only thing left was graves. You see — people did die now and then with enough regularity to give him a "job." An understanding mother sent him out into the world. His interests were so changed, widened and deepened that he never gave grave digging another thought. The school should be an understanding mother — a real foster mother — Alma Mater — to her pupils.

CONCLUSION

In conclusion, practically every educator has his own pet theory about extracurricular activities — particularly clubs. One thinks they should meet — always — outside of school hours; another maintains that they should absolutely, positively meet on school time and that all children should be compelled to join because what is good for one is good for all. I think that puts the club on classroom level with its "repressions and conformities," although it seems to have worked fairly well in some junior high schools (maybe the pupils were all introverts.) Still another group of educators believe that clubs — to get and keep the spontaneity, enthusiasm and genuine interest of the pupils—should organize and meet outside of school hours for at least a semester. At the end of that time if the club has proved its worth to pupils and school it is given an hour a week of school time. Experience has shown that the club uses the hour of school time and several more hours outside of school.

I myself believe that clubs to be real clubs should meet after school hours. However, for practical purposes this compromise between the two extremes (having the club prove its worth before it is allowed to meet on school time) is probably the best answer to a puzzling situation. There are endless arguments for or against any particular club arrangement.

I know from personal experience that after school clubs *do* work *splendidly*. The drawback is the bus student. The bus students in my dramatic group and nature study group stayed invariably for meetings. If their parents cannot come for them I see to it that they have a way home. I know, also from personal experience, that the one semester that we tried clubs on school time it was a hopeless failure. The children joined clubs not because they were interested but because they preferred that to study hall and library. Needless to

(Continued on page 308)

Dynamic Student Body Elections

HIGH school students of today are too sophisticated to be impressed with play elections or class devices. Teaching citizenship through elections is wholly practical when the election is real and the students are actually casting ballots for contested issues of positions of leadership. Application of this principle was made by the administration of Alhambra City High School, which has a student enrollment of 2,300. As a result of the introduction of realistic procedures in student elections, the volunteer participation of students in voting has increased from approximately thirty per cent in class elections and forty per cent in student body elections to an average of better than seventy per cent in each.

On January 12, 1945, the fourth general election was held since the student body asked the Social Science Department to take over complete supervision of all student elections. Several improvements were inaugurated on the basis of previous experience. Under the personal direction of our senior Civics teacher, the efficiency and functional democracy of student elections has increased so notably during these four semesters that we are presenting the following sketch of our methods in the hope that it may offer some constructive suggestions to others in the field.

Student elections involve two basic functions: first, the honest and efficient election of student officers by democratic processes; second, the teaching of actual and practical skills and principles of citizenship. It may be said that citizens confront two types of election situations: Municipal and General. The point of view and the procedure of each varies; hence, students should experience each situation. In the same way that the class election is similar to local elections for the adult voter, the general student body election approximates the national election in which the student will later participate.

Let's consider first, then, the class elections — such as A9, B12, etc. At Alhambra City High the process had been for all classes to hold elections in any manner desired, scheduled throughout the entire year. To simplify the procedure and to accentuate the interest of the students, it was determined that all class elections would be held on one day during the fourth

MILTON J. WILBUR
ELMORE E. SHIPMAN
Alhambra City High School
Alhambra, California

week of school. This date gave ample opportunity for the students to obtain the requisite number of signatures on the nomination petitions. It also allows enough time for an election spirit to develop. As a means of building interest, class meetings are held, at which the candidates for office are introduced to the students. A short playlet is presented in the assembly emphasizing the importance of voting, and the school paper carries on a campaign of publicity. The use of placards and handbills by the students is held to a minimum. Although some classes prohibit any kind of campaigning, it is the belief of our Social Science Department that such unrealistic practice is not in the best interests of citizenship education. We hope that a reasonable amount of campaigning will eventually be allowed in all our class elections.

For the class elections, a modified and simplified system of the preferential ballot was adopted to assure the selection of a majority candidate when three or more students are nominated for an office. This type of ballot is one to which students should be exposed as an extension of experience, in addition to the fact that its use eliminates the necessity of a run-off election.

SPECIMEN PREFERENTIAL BALLOT

Instruction: In the box at the right of the name, mark a "1" for your first choice, "2" for your second choice, "3" for your third choice.

<i>For President B11 Class</i>	
David Gallagher	
Carl Richards	
Bill Underwood	
Mark Each Name — Use Numbers	

A preferential class election ballot is prepared as shown above. In making these ballots, a space about an inch wide is left between each office section. This spacing is important in preparing ballots for counting, which is performed as follows:

First, the total number of ballots cast

is determined by actual count of the ballots issued and used. This number should be verified by a count of the signatures on the voters' register. The ballots should then be cut in sections along the spaces between the office sections, mentioned in the previous paragraph. Counting is best accomplished by having a number of small boxes each of which is marked with the name of a candidate. The ballots are then sorted into these boxes according to the first choices marked thereon.

After all ballots are sorted, each pile should be counted and the number of first choices for each candidate noted on the record sheet. If it is found that no candidate has a number of votes equal or exceeding a majority, the ballots of the candidate having the fewest votes are then taken from him and distributed according to their second choices. (This gives the same result as a revote.) This process is repeated until one candidate receives a full majority. When a council composed of several members is to be elected, procedure is similar, except that as a candidate receives a majority of votes, he is eliminated, and all of his surplus ballots are counted for their second choices.

The class election may be conducted entirely by the individual classes; however, this practice has been found to be unsatisfactory. Hence, it is recommended that all work of preparation of ballots, conducting of polls, and counting of results be conducted by a single group such as a Civics class. By so doing, greater honesty and accuracy is obtained, the Civics class has a practical project, and in the long run, all students have the experience of participating under the most favorable circumstances. The results of the election are certified by a committee of students and a representative of the faculty, as a means of assuring their reliability and security.

The General Student-Body election approaches a national election in its importance to the students and in the procedures utilized. General elections are held near the end of the semester prior to the term the officers are to serve. It has been found that a full day should be utilized for the election.

Candidates are nominated by petitions signed by approximately five per cent of the enrollment of the school. This petition must be filed with the Election Manager a reasonable time before the date of the election. At the same time, the candidate

and his campaign manager must submit (1) an acceptance of the nomination, (2) a statement of acceptability of the candidate by the sponsor of the particular office to which he aspires, (3) statement of approval by the school administration, (4) a brief platform statement and summary of the qualifications for the office, (5) a picture. These documents are all placed on display in a glass enclosed bulletin board in the front hall for examination by all students. The picture and platform statements have been found especially valuable as an aid in helping students know one another in a large school.

As a means of acquainting the students with the candidates, the following devices are used: (1) the publication of platform statements in the student paper, (2) the display of the student's picture on the bulletin board, (3) the limited use of handbills and placards by the candidates, (4) the conduct of two student assemblies as political conventions.

Political assemblies present an interesting problem in management. It is important that the tone of the assembly be maintained on a reasonably high level, with an emphasis upon the importance of careful study of personalities and issues. True, the cynic may say this is unlikelike. Yet it would appear that educators are justified in upholding some ideals of ethics and principles before the students.

However, the assembly must be made interesting and inspiring. The first as interesting and inspiring. The first assembly has been utilized for the purpose of introducing all candidates who have been nominated prior to the primaries, unless there is no primary contest for a particular office. This introduction may be carried out by the Election Manager acting as Master of Ceremonies and presenting each candidate. The candidate may be asked a question based upon his platform statement, and he should be limited to one or two sentences in his answer. This gives the students an opportunity of hearing the voice and seeing the face connected with the name.

The second assembly serves as a means of giving the candidates who have survived the primary election an opportunity to present a complete statement of their platforms. The primary election eliminates all but two contenders for each office, and all the finalists are then seated on the stage, and the master of ceremonies intro-

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Something New Has Been Added

HOW'S your character? Is it good? Are you dependable? Can you take responsibility? Is your scholastic record above average?

Do I hear Yes to these questions? Fine! Read further.

Are you a good school citizen? (no ditchin'). Do you like to lead people? Do you have the potential abilities for leadership? Now don't say, "I don't know"—they're just like the mumps; if you have them, you'll know it.

Do you have the type of personality that invites followers? Start counting your friends. Out of breath? Then you passed that point.

Now, count your score. All yeses? Fine!! You're in the running, but, there is one immense obstacle still in the way. Will your principal, deans, and teachers give you a perfect score on these questions? You made it! Fine! Welcome to the Student Leadership Class of Richmond Senior High School, Richmond, Indiana.

Yes, for the first time our students are to have the opportunity of studying and learning how to become efficient and desirable leaders. The students were selected on the basis of the questions you have just read.

In this class are students from families of high, low, and medium income; from Eleven B's to Twelve A's; from the north, south, east and west sections of the city. It was interesting to discover the wide variety of church denominations represented. We feel that this is a fine, representative group with which to begin our new course—"The Training of Our Youth to Become Capable and Desirable Leaders."

Having no course of study, we have outlined the course to include the following major points:

- I. The Characteristics of a Leader.
- II. The Opportunities for Leaders Today.
- III. The Preparation Required to Become a Good Leader.
- IV. The Need for Good Leaders Among Our Young People.
- V. The Activities in Need of Skilled Leaders.

HELEN COOK

*Physical Education Teacher
Richmond Senior High School
Richmond, Indiana*

VI. The Techniques of Handling People.

VII. The Challenges to Leaders Today.

The student is required to read and review such books as:

1. I Dare You—William Danforth.
2. What to Do Now—Mildred Payne.
3. Ourselves and Others—Emily Veasie Clapp.
4. The Technique of Handling People—Donald A. and Eleanor C. Laird.

This is a *practical* course; therefore it will not be limited to lectures and discussions, and the student must be given the opportunity to put into practice the things learned in class.

Is the student able to plan activities for all age groups? Is this person capable of leading discussions? Does he know how to teach and referee all types of games? Can this student step forward and take the initiative when the need arises?

If he is to be a leader, he must be able to do these things. Much can be learned from books but not all. *Experience* has always been and will always be our greatest teacher. Before being sent into strange groups, the student must spend many periods practicing on other members in the class.

To receive full credit for this course, each student must present a Service Card which carries *One Hundred Hours* spent in activities which required leadership.

Since the public had to be acquainted with this course, the students composed a letter stating the purpose of the class and their desire to be of service to the community. Letters were sent to the presidents of P. T. A. groups; to Girl and Boy Scout leaders; Y. M. C. A. and Y. W. C. A. directors; to the clergymen of the city; to the principal of primary, grade, and junior high schools, and to the presidents of the civic clubs of the city.

To receive Service Hours, the person

ordinarily in charge must fill out a supervisory report. Did the Student Leader arrive on time? Did he organize the group quickly and efficiently? Was the activity suitable as to age, space, and equipment? Did the group respond favorably? Does

this person show leadership ability? Do you consider this a worthwhile project?

We have left ample space on the report for comments, and from these we hope to be able to evaluate the course.

Discipline, Diagnosis, Prescription, Treatment

PENCIL marks on the corridor wall: Principal John Doe stopped on one of his regular walks through the school and silently surveyed a long line of marks running from one corridor end to the other, "Somebody - - -."

"All junior and senior class officers, cub presidents, athletic captains and managers, and the school paper news staff report to the principal's office at five minutes of twelve today", was the simultaneous announcement given in all home rooms.

Principal John Doe faced a curious audience at five minutes of twelve in his office. "A short time ago as I was walking through the upstairs hall I noticed that someone has made some pencil marks on the walls", he paused.

There was a complete silence for a minute, students looked at one another; then, "I didn't do it", came from several at once.

"No, I don't think it was any of you who did it or I wouldn't have called all of you together. However, someone drew those marks and I, knowing that all of you have pride in your school building and its appearance, thought that together we would take care of it. Now, with your help here is what I think we should do. Let's get a couple of pails of warm water, some wall cleanser, and some art gum erasers, and clean up those walls. I am not forcing anyone to do it, but all who wish to volunteer will be welcome. I called you together because you represent all of our school organizations and other pupils look up to you."

"What about lunch?" asked one boy who liked his meals.

"I feel hungry, too, Roy, but we can eat afterwards", was the reply.

Soon a group of busy workers were cleaning the hall walls. It turned out to be more of a job than they had thought and finally students began to return from

M. G. PATTINGTON

*Assistant Supervisor of Education
State of New York
Albany, N. Y.*

lunch to find the busy group of wall cleaners at work. Curious glances, a few whispered questions, but students acting on an earlier hint from the principal gave no answers. At last the job was done, the walls were as white as the original paint and a hungry group trooped to lunch. The principal bought ice cream for the entire squad.

"Now in order to avoid a repeat performance, I think we all should keep our eyes open", remarked Principal Doe casually.

The remainder of the school year, there were no marks on the walls. Several years later, entertaining a Sergeant on furlough, a boy who was in the wall cleaning squad, the principal heard the finish of the story.

"You remember, Prof, that time you had us clean up the wall? Well, none of us did that marking, but we knew who did and we took care that he didn't do any more marking."

Discipline means control. It also means more than that, for it prevents what disturbs work, and produces self-control in boys and girls. Discipline is watched by the community. Lack of it is the cause of many teacher failures. But the disciplinarian should always be sure that he or she knows the reason back of it. Is the problem case ill or tired? Perhaps the teacher is on the wrong side of things? Is the work that the students are taking interesting? If not, it should be made so. Sometimes, bad home training is the cause. Long lists of rules with threats as to "what will happen" should be avoided.

Some teachers advertise their difficult-

(Continued on page 302)

"Badger Den"

Badger Den, named for the high school mascot, is a teen-age recreation center that is operated in Lampasas, Texas, for the benefit of the youth of the community. The youth center grew out of a demand of the youngsters of the community for a place to meet after school during the week and on afternoons and nights on week-ends. The people of the community, along with the students, believed that a meeting place with provision for good wholesome recreation under supervision is better than other types of entertainment in which students engage without any place in particular to go or anything to do.

Lampasas is a city with a population of about 4,000 and serves as a trading center of a territory with a radius of about 20 miles. The city is built around the city square and is a typical western town with few types of entertainment for the youngsters. About the only place to go for entertainment is the movie or some function supplied by the school. The youth center supplies additional entertainment for teen-agers of the city, and since most teen-age youngsters of the surrounding territory attend school in Lampasas, it serves as a center for them also. The project is sponsored by the Lampasas Parent Teachers Association.

A second-story building centrally located near the city square was chosen as the meeting place. Considerable work needed to be done to the building before it could be used, and there were no funds to take care of the expense. Rest rooms, drinking fountains, windows and shades, lights, heat, paint, and many other things had to be provided before the building would be suitable. An estimate of the work called for approximately \$500. To facilitate the work to be done, a student committee was elected to work with an adult committee of mothers and teachers. The student committee was composed of two students from each of the nine homerooms in the high four grades. Officers were elected as in any good organization.

The committee met with the Lampasas Chamber of Commerce for the purpose of securing money. There were no clubs in town that could back the project financially; therefore, the money had to be provided by the students. A work-day was decided upon as one means of getting

CURTIS BOZARTH
*Superintendent City Schools
Lampasas, Texas*

started. All money earned on that day was to be turned to the secretary of the club to be spent on the club room. The Student Committee met with school officials and a work-day was granted to all teen-agers who wished to work.

Probably more education was attained by the students on that day than any one day of the school year. Various jobs were done, some of which were planting trees, setting out hedge, washing cars, working on farms and ranches, keeping babies, pruning trees, washing woodwork, and working in all types of stores. When all the workers had turned in their money, \$494.00 had been earned. Many people of the community said that the sum could not be attained, but with guidance the students did the job well. Carpenters, painters, electricians, and plumbers were put to work immediately, and within a few days the building was in good condition.

Another problem to be solved was that of setting up rules and regulations for the organization. The standards of conduct were formulated by the student committee. The adults believed that student-made regulations would be more satisfactory than rules imposed on the students by adults. The results were very satisfactory to the adult committee. Some of the rules are listed below :

The membership of the canteen shall be made up of all junior high and senior high school students and alumni of teenage who have paid a fee of \$1.00 a year and hold a membership card. Any other "teen-ager" wishing to join the canteen must submit his name to, and have it passed on by the Board of Directors (Student Committee).

Non-members, 13-19 years of age, wishing to visit the club, must be accompanied by a member, and an admission fee of 10 cents must be paid. This rule is to be suspended in the case of visiting teams and supporters who may be invited in a body to visit the canteen.

A register shall be kept each day in which members shall record their names,

the time when they enter, and the time when they leave.

No drinking is permitted before entering the Canteen nor while in the canteen.

No smoking is allowed in the Canteen at any time.

No entrances nor exits can be made except by the front entrance.

No service men will be allowed in at any time unless under nineteen years of age and former Lampasas high school students, or vouched for by one or more members of the Board of Directors.

No dancing is allowed on Sunday.

Destruction of any property in the Canteen requires that the person responsible pay for the damage or replace the property destroyed.

The hours when the Canteen shall be

open shall be 5 to 7 on weekdays, 5 to 11 on Saturdays, and 4 to 6 on Sundays.

There shall be a paid hostess on duty at all meetings, and she shall be responsible for the keeping of the above rules, and all members will abide by her decision on such matters.

Badger Den has a potential membership of 300, and 200 have already joined. Activities of the club include dancing, table tennis, checkers, reading, card games, darts etc. Most of the equipment for recreation has been donated to the club by students and interested adults.

The club was opened on March 24, 1945, with approximately 175 members present that evening. A good attendance has been recorded each succeeding meeting time.

Caribou High School at War--- A Graduation Program

THE 1944 graduation exercises of Caribou High School served as the culmination of the year's achievement in war bonds sales amounting to \$403,836.95, which enabled the schools to present to the federal government on graduation night fifty-five field ambulances and three ambulance planes.

The program centered around a colored motion picture depicting the actual war effort activities of the various groups in the school. This picture, taken during the spring when the groups were actually at work, was presented to the public on graduation night in pageant form in three parts.

A girl representing America and a boy representing Education explained the pictures as they came on the screen to illustrate how the students at home were behind the men on the fighting fronts.

In part one, the curtains were drawn, disclosing Miss America standing on a pedestal. She made a short plea for the support of the American people and exhorted them to come to the aid of the fighting forces and to do all in their power to uphold the flag and the principles for which it stands.

Education appeared before Miss America with the information that the boys and girls of Caribou High School were conducting an "all out" program in support of its country's needs and suggested that she

INEZ L. HOWE

*Head of English Department
Caribou High School
Caribou, Maine*

accompany him to see for herself.

In part two, the curtains were again drawn, revealing a silver screen, and the colored motion pictures were shown. The film opened with a picture of Caribou High School, followed by pictures of the newly-uniformed band which assisted at Bond Rallies. Next came a sample bond-selling expedition, with students interviewing a citizen and selling him a bond.

Pictures concerning the physical fitness of the students reviewed physical education exercises and the military drill manual. An interesting scene in Aeronautics depicted a class of boys assembling an airplane engine.

Bandage folding groups, a first aid class, and a scene at the local hospital, showing the actual work of the Nurse's Aids, represented the school's contribution to Red Cross work.

Like all other schools in the country, Caribou students were finger-printed by state troopers, and here the actual process was demonstrated.

The agricultural program consisted of a scene of boys in the shop working course repairing farm machinery; a group of girls harrowing by tractor; and other boys

working on a reforestation project at a nearby farm.

The importance of home canning was explained by a group of girls who were canning vegetables in the Home Economics laboratory.

Part three brought the program to a close by a picture of the flag flying in front of the school and the singing of "God Bless America" by the Senior Class.

After the pictures, the president of the student council presented the ambulances and ambulance planes, which were accepted in person by Mrs. Lyda Hall Berry, Director of the Educational Program of Maine's War Finance Committee, and by Brigadier General George M. Carter, Adjutant General of Maine, and formerly Caribou's superintendent of schools.

Present also at the exercises was Mr. Frank C. Essick, New England Agricultural Representative of the United States Treasury, who then gave an address.

The complete graduation program follows:

- | | |
|---|--------------|
| Processional | Trumpet Solo |
| Invocation | Salutatory |
| Pageant, "Caribou High School at War,"
motion pictures depicting the war effort
activities of Caribou High School
America
Education | |
| Finale (Class of 1944) | |
| Valedictory | |
| Vocal Solo | |
| Presentation of School Ambulance Planes
purchased by sale of War Bonds and
Stamps. (President of Student Council) | |
| Acceptance of Ambulance Planes (Mrs.
Lyda Hall Berry, Director Educational
Program, Maine War Finance Com-
mittee, and Brigadier General George
M. Carter, Adjutant General of Maine) | |
| Address—Frank C. Essick, N.E., Agricul-
tural Representative, United States
Treasury, Washington, D. C. | |
| Awarding of Diplomas | |
| Benediction | |

Discipline, Diagnosis, Prescription, Treatment

(Continued from page 299)

ties. A minor infringement is discussed with others, talked over and made to assume major importance. Often a quiet talk with the ones concerned would have stopped the source. Whole groups should never be punished for the faults of one

person, and this simple statement does not contradict the scheme used by Principal Doe, if you will stop and think it over. Lack of sympathy and harsh treatment are often contributing factors, not a solution. Youngsters that are kept busy are not discipline problems. Kindness and firmness combined with confidence will start many teachers on the right road to proper classroom control.

One of the best disciplinarians I ever knew started off the first minute of the very first day of school in the Fall with a direct, simple statement to her class. Here's an example: "We are here for one purpose. That is to improve ourselves. Often there are things that we feel are uninteresting and are hard for us to learn. I enjoy a good laugh, even at my expense. But I do expect order in OUR classroom and I know that you are all able to help in maintaining it. Those who misbehave I am perfectly capable of taking care of in the way they should be handled. I like all of you. I hope you will me. We have lots of good times coming. Now, I do not like to preach, so what do you say that we start right in the first thing with something about which some of you know very little—",

And she would proceed to give some information, interesting, vital, of appeal to them. During six years with this teacher, there was never a pupil from her room sent to the principal's office, her room was quiet, her pupils passed their grade, and at Christmas time she received more presents from pupils and parents than did any other teacher in the system.

Effective punishment is of a temporary nature, bears a close relation to the offense, is just, educative, varied to fit the individual, and in all cases *understood* by the offender. The teacher who shows herself a friend, mingles with the pupils but maintains her dignity, does not try to make every discipline problem a personal injury to herself, discourages tattling and in general keeps her pupils busy and treats them fairly will find her success as a teacher immeasurably increased. And one last thing that many forget—youngsters DO know when a teacher is trying to teach with little or no preparation or background in her subjects. Know your subject matter well enough to work each lesson up into a vital interesting period, and you will find your discipline problems are more than half beaten before they have the chance to start.

A School Store

RAY BALLOU

Chairman

Social Studies Department

Ashland High School

Ashland, Ohio

A COKE please! An ice-cream bar! A chocolate cup! A bottle of chocolate milk! Two cup cakes! A Hershey bar! These and many similar requests are made at the counter of Ashland High's school store.

Until five years ago such articles had been sold by clubs at after-school sales for the purpose of raising money for various individual clubs. A school store was established to replace such sales. The profits from the store are now pro-rated to various clubs in accordance with their needs.

Hundreds of pupils plus a number of teachers now buy articles at the school store. Such items as chocolate milk, sandwiches, etc., form the basic portion of many school lunches. The store also provides refreshments for various school activities such as parties, dances, and athletic contests..

The store is located under the stairway at the main entrance of the high school building. It has counters on opposite sides of the room and is so arranged that purchasers are quickly served.

Managing the store is the duty of one of the faculty members. He is assisted in its operation by two students who are paid for their services. The merchandise sold in the store consists of such items as bottled milk, various kinds of ice cream, soft drinks, candy, peanuts, popcorn, potato chips, snacks, cookies, doughnuts and cup cakes. Necessary refrigeration is provided by a local dairy from whom ice cream and milk are purchased.

Purchasing of goods is done by the faculty manager. All goods are purchased by means of requisitions, which are approved by the Secretary to the High School Principal. All bills are paid monthly by check from the principal's office. The principal signs all checks. The store manager keeps a simple running account of goods received and bills payable. Incidentally, the principal's office is the banking and accounting center of the school for all school activities in which finances are involved.

There is a definite and substantial prof-

it to be made from the school store. In our school the net profit will average, year in and year out, approximately 80c per pupil—based on the total enrollment.

Students who aid in the operation of the store are benefited by their experience. Various clubs benefit from the annual division of profits. Efforts formerly expended in sporadic sales are centralized and more easily supervised. A real service is rendered to individual pupils and school organizations.

No objections have been raised to this store from either business men or other individuals. It has been a definite success from the viewpoint of the administration, the student body, and the community.

Report of a Local Student Council Conference

BETTY AMSLER

President, Student Council, Senior High School, Johnstown, Pennsylvania

On February 23rd, the Student Council of Johnstown Senior High School held its Second General Conference of Student Councils. Representatives from eight neighboring schools were present.

The theme of the Conference was, "Practical Problems of Today's Student Council." The programs for the afternoon and evening sessions are outlined here:

AFTERNOON SESSION

3:00 o'clock Room 411, Senior High School
Josephine Drop—Presiding

Miss Mary Elizabeth Furry, Forum leader

Adviser to the Student Council of Garfield Junior High School

Conference Opening

Betty Amsler—President of Senior High Student Council

"When, Where, and How Long Should Student Council Meetings Be?"

Petty Chappie, Garfield Junior High School

"How Can the Council Increase Member Interest and Handle Behavior Problems During the Council Meetings?"

Todd Taylor, Cochran Junior High School

"How Can a Student Council Increase Its

(Continued on page 320)

Assembly Programs for May

Recently the writer examined a thesis which had as its purpose to show how assembly programs could be made a very significant motivating agency in teaching the social studies.¹ This discussion focused attention on another function of assembly programs which should be emphasized. It is the part that assemblies play in broadening and deepening the interests of students.

Assembly programs cut across the interests of students and become the very heart of the activity program of the school. Classes, organizations, clubs, and other groups find assembly programs an outlet for their interests and a means of broadening and enriching the interests of the entire school. Vocations, use of leisure time, art, music, science, literature, athletics, history, current affairs, youth problems, and extra-curricular activities are topics which can be used to stimulate the broadening and enriching of students' interests.

SPECIAL EVENTS FOR MAY

The possibilities for assembly programs in May are numberless. Some of the birthdays are: May 4—Horace Mann, called the "father" of our system of free public schools; Thomas H. Huxley, biologist; William H. Prescott, historian; May 7—Robert Browning, poet; May 12—Florence Nightingale, founder of modern nursing; May 17—Edward Jenner, discoverer of vaccination; May 20—John Stuart Mill, economist; May 22—Richard Wagner, famous composer; May 25—Ralph Waldo Emerson, essayist and philosopher; and May 31—Walt Whitman, called the "poet of democracy." What an interesting series of programs could be built around the lives and works of such persons as Horace Mann, Florence Nightingale, Richard Wagner, Walt Whitman, and others in the May group!

Then there are the special events observed widely in schools during May: May 1—May Day or Child Health Day; National and Inter-American Music Week, first week in May; May 16—"I Am an American Day," or Citizenship Recognition Day; May 18—Peace Day or World Goodwill Day; and May 30—Decoration or Memorial Day. Truly these and other activities which happen in schools near the end of the term should result in assemblies being "as full of spirit as the month of May."

THEME FOR THE MONTH OF MAY

Due to the variety of interests suggested by events and activities in May, it was somewhat difficult to choose a general theme for the month. During the school year of 1944-45 subordinate themes have been proposed each month to unify the programs around the general theme, "For this we fight." To round out the ideas which have been stressed in the series of programs suggested, the theme for May which seems most appropriate is "Unity and Goodwill." This theme fits in with the events observed in May

C. C. HARVEY

Nyssa Public Schools
Nyssa, Oregon

and is extremely important at the present time.

PROGRAM FOR THE FIRST WEEK

It is suggested that the assembly for the first week be a quiz program based on the events during May and particularly related to Child Health Day and Music Week. This type of program offers great possibilities for broadening the interests of students and for stressing the theme suggested for May. The following suggestions might be helpful in planning the program:

1. Select a committee of four to have charge of the program. This group will develop questions based on May events for the program. When the assembly is given, three of the group will serve as the committee of judges and the fourth as master of ceremonies and announcer.

2. Organize two teams with contestants from all classes on each team. Select special names for teams; for example, the U. S. Marines, and the Army Air Corps.

3. Select questions based on May events which are adapted to the background of the student body. Give prizes in war stamps to the winning team and the highest individual scorer.

4. Set up the auditorium as a radio broadcast-studio.

5. The following order of procedure may be used in the program:

- (a) Master of ceremonies explains program to the audience.
- (b) On the air. Band plays theme song.
- (c) Salute to the Flag by the assembly.
- (d) Round 1. (Contestants warmed up by questions as to names, etc.)
- (e) Intermission. Judges introduced. (But not asked to speak.) Scores given.
- (f) Round 2.
- (g) Intermission. A few extra questions are thrown out to teams while awaiting scores.
- (h) Judges award the prizes. (3 sets of prizes—3 judges.)
- (i) Signing off to "America, the Beautiful."

PROGRAM FOR SECOND WEEK

It is suggested that the program for the second week be a combination Honor Society and Award Assembly. In some schools there is a separate program for the induction of members into the National Honor Society, but due to the

¹Henning, Edith, A., "The Assembly as a Motivating Agency in Teaching the Social Studies," Master of Education Thesis, University of Buffalo, 1938.

²For additional and more detailed instructions for a quiz program, see the following: Hassler, Virginia T., "Wanted—An Auditorium Program," *Wilson Library Bulletin*, Vol. 18 (October, 1943), pp. 173-4.

many significant occasions for programs during May, it will probably be more satisfactory to make one program serve both purposes. This will permit the giving of recognition to students who excel in all activities, and not merely those who have met the standards required to be elected to the Honor Society. The following outline might be suggestive in developing the program:

Chairman—President of Student Council.

Selections by School Orchestra.

Salutation to the Flag by the Assembly.

Address—"The Meaning of Responsibility"—Guest Speaker.

Induction Ceremony for New Members in the Honor Society. (A number of excellent rituals for induction ceremonies are available from the National Honor Society, Washington, D. C.)

Awarding of Honors for Outstanding Achievements During the School Years—High School Principal. (In most schools this includes athletics, literary awards, music, citizenship, etc.)

Student Talk—"We Build Together", "Leadership and Service", or "New Tasks for Today," would be appropriate topics.

Orchestra Selections.

As alternative programs for the second week, the following might be appropriate: Installation of student officers elected for the school year of 1945-46; a guidance assembly to help students plan their programs for next year; or a home economics program which is traditional in May in many schools.

PROGRAM FOR THIRD WEEK

Perhaps the program which will be most appropriate for the third week is an assembly presented as a joint observance of World Goodwill Day and Citizenship Recognition Day. The dates of these two events are so close together that a joint observance seems the best plan. Then, too, the ideas behind the two events are very similar. To promote peace and goodwill throughout the world is the objective of the former; unity and goodwill at home is the chief aim of the latter. Material which will be found useful in developing programs for the observance of both events may be secured from the U. S. Office of Education, the National Education Association, the American Legion, and the Carnegie Foundation for the Advancement of Peace. The following text of a program given as a joint observance of these events at the Lstant, Illinois, High School, might be suggestive to others:

Purpose—To impress on our minds how much we, in America have to be thankful for in this time of war, and what we can do to work for peace in the future.

Singing of "Star Spangled Banner" by the Assembly.

Pantomimes and readings behind the curtain on the freedoms of America: (1) Freedom to vote. (2) Freedom of expression. (3) Freedom of religion. (4) Freedom of education. (5) Freedom to work for our ideals.

Talk—"What it means to be an American"—Guest Speaker.

Forum Discussion—"What we have learned from the war"—Audience led by student chairman.

Original, free verses by students on the following topics: First, "The Young Citizen"; second, "Americans—All"; third, "Our Appreciation"; fourth, "Our Understanding"; fifth, "Our Reassurance"; and sixth, "Thank God I Am an American."

Singing of "America, the Beautiful" by Assembly.

As alternatives to this program, some schools might find it more suitable to give one of the following types of programs: A victory musical concert with war bonds charged for admission; community appreciation program; program on state history; an assembly on racial understanding; a program on vocations or work to apply particularly to the summer months; or a town meeting of the school program on current affairs.

PROGRAM FOR FOURTH WEEK

For the last assembly of the year, a program which is already traditional in many schools is suggested. This is usually called the "Farewell Senior Assembly." It is customary to base the program on the interests and activities of the class. The following is an example of such a program and might prove suggestive to senior classes in planning their assembly:

The last program of the year at Riverside High School, Milwaukee, Wisconsin, is a farewell assembly by the senior class. It is their first

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appearance in cap and gown; their farewell to the school. It is conducted as if it were the last meeting of the class:

1. Welcome to all classes by the senior president.

2. Toast to the classes sung by the school; original words to the tune of "Where, Oh Where."

3. Minutes by the class secretary; a serious and humorous review of the last four years.

4. A "thank-you" to the faculty for those years.

5. Treasurer's report; presentation of the class gift.

6. New business: purpose of the meeting — to receive an inspirational message from the principal.

7. Presentation of the gavel, symbol of leadership, by the retiring president to the president of the incoming senior class.

8. "Alma Mater" sung by the school.

9. Recessional sung by the seniors as they march down the two center aisles: "School's Out," original words to "Light's Out."

Two other programs which would be very appropriate for the last week in May are: A Decoration or Memorial Day assembly, and a program for Walt Whitman's birthday. May is a particularly suitable time for a program of poetry, and the best plan would be to present it in observance of the birthday of "the poet of democracy."

FROM REPORTS OF ASSEMBLY COMMITTEES

East High School, Salt Lake City, Utah. With "budget fashions" as the theme, our sewing department presented its annual fashion show as the first assembly in May, 1944. Girls modeled clothes of their own make and design. Prints, cottons, afternoon dresses and formals which comply with the budget of high school girls were modeled. Small young ladies' fashions were modeled by the girls' younger sisters.

Another interesting assembly presented in May, 1944, dealt with summer recreation for students. Facilities of Salt Lake City Schools were available for the summer city recreation program, and purpose of the program was to let students know where to find clean, wholesome recreation during the summer.

Jefferson Senior High, Roanoke, Virginia. One of the most popular of our assemblies is "The Award Assembly." It is usually held about the second week in May. First the boys who have participated in football, basketball, baseball, and track, receive their letters. The cheer-leaders also receive letters and certificates. Those who have been outstanding in literary achievement, who participated in district and state literary contests, are presented pins and letters. Recognition is given those who entered state contests in public speaking, reading, poetry interpretation, debating, and dramatics. There are other special awards, and the program becomes one of the high points on the activity calendar.—BETTY NEILL, Assembly Committee.

John Adams High, Cleveland, Ohio. Our

Music Week Program, May, 1944, was dedicated to the memory of Stephen C. Foster, whose position is unique in the history of American music. He produced more folk songs than has any other composer — about two hundred. Some fifty of these songs are fairly well known, and about a dozen of them are still being sung by millions of people. Our music department developed a very impressive program around the life and works of Foster.—LILLIAN NIEBES, Assistant Principal.

Middletown, New York, High School. Assemblies for the coming school year are inspired, devised, and outlined during the last month of the old school year — June. These are presented each Friday morning during the first period and are usually broadcast over the local radio station, WALL. Special dates of historical interest, birthdays of famous persons, and observance of special weeks are carefully considered. About sixty per cent of the programs feature students — many student written and directed, and forty per cent consist of outside talent — professional entertainers, public figures as guest speakers, and outstanding artists. The student council forum, the annual presentation by the Dramatic Club, and performances presented by the homemaking, physical education, and music departments were particularly well received.—BARBARA GIRARD, Student Council Representative of Assembly Committee.

Altoona, Pennsylvania, Senior High. Two programs developed by our students might be of interest to others. One was an old fashioned style show with old songs. An 1844-1900 group worked out pantomime of old poems and songs. The 1900 to 1910 representatives gave an old melodrama. Another group portrayed the period from 1910 to 1930, dressed in old bathing and gymnasium suits. During the performance, a modern family was out front doing pantomime. The members were supposed to be looking at an old album — the words were all given by a reader from behind the curtain.

The other which we thought somewhat unique was a courtesy program with student written and directed skits. Some of these were in pantomime, others were parts to be spoken, and one or two were impersonations. The program was a somewhat sugar-coated lesson in manners as applied to auditorium, cafeteria, halls, bus, home, and community.—FANNIE MAYES, Assembly Committee Representative.

Hardy Junior High, Bay City, Michigan. The

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procedure in our school is to have an average of one program for a full period each week. About ten of the programs may be called traditional, and the others planned several months in advance with the aim of giving the students activity that serves to motivate work and create a spirit of friendship and co-operation in the school. The Christmas pageant and the Easter assembly might be classed as religious in nature. Last semester we were fortunate in securing an outstanding speaker connected with guidance work in Michigan. The stimulation the boys and girls received from the assemblies she conducted led to the organization of a junior discussion forum. Two other programs which students liked very much were an amateur talent assembly and a demonstration of the physical fitness program carried on in our senior high school.—OLIVE L. LAGDEN, Assembly Committee.

The Franklin School, Cedar Rapids, Iowa. Our assembly program consists of lyceum numbers and general assemblies for the entire school, class assemblies once each month, and homeroom programs as advisers and their groups desire. The general assemblies are administered by the lyceum committee consisting of students and teachers. The others are managed as classes and homerooms decide. Recently we initiated a new type of program which is called the honor assembly. Its purpose is to recognize achievements of students representing the school creditably before the public.

The educational implications of assemblies are so important and the sensational temptations of stunts so prevalent that we put much effort into planning and co-ordinating our programs. We do this by means of an assembly bulletin devoted to statements of principles, program helps, directions for procedure, information about holidays, etc.—THE LYCEUM COMMITTEE.

Central High School, St. Joseph, Missouri. Ours is the third oldest public high school west of the Mississippi, and we are very proud of its record. Throughout the years it has developed a tradition in assembly programs which is outstanding. One full period each day is spent by the faculty director and student committee in planning and preparing assemblies. The aim is to give every student an opportunity to participate in programs during his or her high school career.

At the beginning of the school year a call is issued for all students to register and to list the particular place they wish to fill. The programs are varied as to type and methods of presentation. Every school activity is featured at one time or another. Many of the distinctive features of our plan of assemblies have been adopted by other schools, particularly those with which programs are exchanged each year.—BERTHA M. RIGHTMIRE, Director of Publicity.

McKinley, High School, Honolulu, Hawaii. Our school paper, *The Daily Pinion*, publishes an outline of each of our assemblies, along with pictures and descriptions of programs. This not only keeps up interest but gives an excellent

record of programs.

Last year a series of programs were presented by group forums. For instance, the senior forum sponsored an educational forum on our Latin American neighbors. The Centennial of the school's namesake, William McKinley, was celebrated with a series of programs. Following a series of special assemblies for boys and girls, a poll of student opinion was taken. In reply to the question, "Did you enjoy the special assemblies held recently for young people of your sex?" 100 per cent of the girls and 98 per cent of the boys answered "Yes." The response was the same to the question, "Would you care to have other assemblies of the same type later?"

From the comments made by students, it seems the topic on dressing interested them most. The following suggestions on how to make this type of assembly more interesting were offered by students: (1) Have different students act as examples in dressing for boys. (2) Have more discussion and questions and answers from the floor. (3) Hold demonstrations and have talks on courtesy. (4) To have a girl speak on what's wrong with the boys, and a boy speak for the girls.—MILDRED PANG, Chairman Assembly Board, McKinley High School Government.

The University School, Indiana University, Bloomington. Our assemblies are administered by a committee of teachers and students, and about sixty sessions are held each year. Each program is given twice; one performance for the

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CURRICULA

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7-9 classes, and one for the 9-12. A sponsor is selected for each program and the schedule is planned and printed for the entire year.

Each homeroom and each department hold programs featuring their activities and work. There are also programs by each club, the school newspaper, and exchange programs with neighboring high schools. About two guest speakers are featured each semester, usually in connection with the observance of special dates such as Armistice Day. Dramatic performances are featured on many programs, and sometimes movies are shown.—HARRY DAVIDSON, Assistant Principal.

Woodland Public Schools, Woodland, California. Many of our assemblies are of the usual musical and dramatic types featuring student talent and sponsored by various school groups. The annual band show assembly is especially popular. The Music, Drama, and Art departments combine their efforts to produce a Christmas assembly which is impressive. One idea we have developed may be somewhat unique. It is the use of silhouettes. This type of program is accomplished by the use of a large screen and "spots" in back of the screen silhouetting figures carrying out the motif.—E. A. Poe, Vice Principal.

The Age of Clubs

(Continued from page 295)

say, that club system died a lingering death. Perhaps, too, that is the reason I am so opposed to clubs on school time. Our school is going to try that set up again next year though. I hope my strength is "as the strength of ten" to make it a "go" even if I must sponsor a club I don't want.

I know of another school in which the school day from nine to three is extended to four o'clock once a week. This is the activity period for club meetings, orchestra, homeroom, etc. If the pupils don't belong to any organization or are not interested, they have the privilege of playing tennis, ping pong—they can even go home if they want to. *But they don't go home.* They love their school. They love its extra-curricular activities. That is at Crisfield, Maryland.

So, even though the chemist tells us that this is the age of alloys, we know it is a much more important age of clubs. Shakespeare wrote long ago, "To be or not to be; that is the question." I might add to that how to be and when to be are also vital questions. No one person can answer all questions about clubs. No one person can become familiar with all school problems and situations, all teachers or all children. What is good for one will probably be poison to another.

There are several ways of going from

here to the Eastern Shore. Each route has its good points and its bad points. To arrive at the Eastern Shore is the important thing. So it is with clubs. The way the club program is organized and carried out is not important. But does it work? Does it take you finally to a greater emphasis on the three C's — Character, Citizenship, Culture — instead of the 3 R's?

THE AGE OF CLUBS

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News Notes and Comments

The NBC Symphony Orchestra, with Dr. Howard Hanson as guest conductor, will present a broadcast concert as the main part of the Columbia University festival of contemporary music Saturday, May 12, (NBC, 3:00 to 4:00 p. m., EWT), according to an announcement of the event by Dr. Nicholas Murray Butler, president of the university.

"Choral Speaking", prepared by Georgia M. Corp, is a mimeographed booklet published by the Department of Debating and Public Discussion, University of Wisconsin, Madison.

American Education Week 1945

General Theme

Education to Promote the General Welfare

Daily Topics

Sunday, November 11, Emphasizing the Spiritual Values; Monday, November 12, Finishing the War; Tuesday, November 13, Securing the Peace; Wednesday, November 14, Improving Economic Wellbeing; Thursday, November 15, Strengthening Home Life; Friday, November 16, Developing Good Citizens; Saturday, November 17, Building Sound Health.

American Education Week is sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers, in cooperation with other national state and local groups.

The first general handbook on methods of stimulating popular interest in postwar problems, both national and international, will be published by the Postwar Information Exchange, Inc., in the summer of 1945. The Exchange, with members from nearly seventy research and educational organizations, maintains headquarters at 8 West 40th Street in New York City and acts as a clearing house for information on postwar questions.

A Help for Citizenship Week

A noteworthy step toward the extension and improvement of school programs emphasizing the meaning of citizenship has been taken by the reorganized Standing Committee on Citizenship of the National Education Association. The Committee, in cooperation with the Immigration and Naturalization Service of the Department of Justice, has published a booklet for use in developing Citizenship Week programs entitled Citizenship Program Aids: A Cooperative Project.

This booklet has been prepared in response to a request for more program material unanimously expressed at the Committee's organization meeting last November. It will assist superintendents, principals, and teachers, especially supervisors of social studies, to develop effective

programs for the observance of American Citizenship week in the month of May. The third Sunday in May of each year has been set aside by Congress as Citizenship Recognition Day. The 72-page pamphlet, Citizenship Program Aids; A Cooperative Project, may be obtained for 15c from the Superintendent of Documents, Washington, D. C.

National Music Week 1945

Recreation leaders are each year finding more varied and productive ways of participating in National Music Week; beginning always the first Sunday in May. The observance is now approaching its twenty-second anniversary, May 6-13.—*Recreation*.

Robert Vagner, author of "A Western State Holds a Summer Band Clinic" in the March number, was erroneously given as Richard Vagner.

For 1945 Green Thumb Gardeners

The National Victory Garden Institute, Inc., 598 Madison Avenue, New York 22, N. Y., is again sponsoring a Victory Garden Contest. There will be an adult division for industrial workers as well as home gardeners, and a youth division with war bond awards for the outstanding gardener in the elementary and high school groups. Each contestant is asked to enter a completed Green Thumb Record Book issued to everyone entering the contest. The book provides the means for keeping a valuable record of what, when, and how much is planted and harvested.

"Today," states a release from the Institute, "there is every indication that there will be more gardens and better ones this year than there were in 1944. Thousands of families are learning for the first time how good home-grown vegetables taste and how much fun it is to grow them."—*Recreation*.

National Boys and Girls Week

National Boys and Girls Week celebrates its 25th anniversary this year from April 28 to May 5 inclusive. Copies of the Advance Herald and the Manual of Suggestions, which give detailed plans for the observance, are furnished free on request to the National Boys and Girls Week Committee, Room 950, 35 East Wacker Drive, Chicago 1, Illinois.

Propaganda contests have no place in the public schools. They tend to prescribe a point of view, and this in itself gives the pupil a sort of "sell out" psychology; and certainly one's views, especially on public questions, should not be for sale. We have enough of that later without actually inducing in immature pupils an attitude of mind inconsistent with civic rectitude. If the

woods are not full of such proposals from propaganda organizations; the mails are. Many of them really amount to a lottery, since so many contestants are involved that any sort of grading or even intelligent "sorting" of the productions on levels of excellence is impossible. Hence it's more like simply taking a thousand to one shot than engaging in a stimulating competition where genuine superiority has a chance of recognition.—*Editorial in Texas Interscholastic Leaguer.*

Tennis Courts

The United States Lawn Tennis Assn., 120 Broadway, New York 5, has some fine material on "The Care and Construction of Tennis Courts." 36 pages, mimeographed, 25 cents. All about court surfaces, draining, night tennis, etc.—*Youth Leaders Digest.*

Our children must learn our history with more insight, imagination, and feeling than is required to answer objective tests of factual material, valuable and necessary as facts are. Through right teaching they may get a better knowledge of man's greatness as well as of his social shortcomings.—*Edgar G. Doudna, secretary, Wisconsin State Board of Regents of Normal Schools, Madison, Wis.*

A cogent reason for the practical effectiveness of modern health education is the facility with which the schools have related themselves to other groups and organizations which foster health. Health and physical education bring practical forces to bear on individual children as their conditions and their lives demand it. They spearhead our educational advance.—*John L. Bracken, superintendent of schools, Clayton, Mo.*

Nazi training and practice have isolated the Germans psychologically from all their neighbors. The results of 12 years of propaganda and 7 years of aggression and terror will prevent a solution for many years.

There is no easy way to bridge the gap between the Germans and the rest of Europe. One unbroken bond, from which much good can come over the years, is that which unites those German Catholics and Protestants, who have remained loyal to their faith, to their co-religionists in other countries. The fellowship with church leaders as those who issued the courageous commentary on the Ten Commandments has not been destroyed. It is a door to gradual understanding and eventual international friendship, based on justice and cooperation.—*World Alliance News Letter.*

It is darkly ominous to detect the warm welcome which the American public and press give to the reactionary in education. To receive favorable comment, one need only to come out for medievalism, for the hundred best books, for the Three R's or the McGuffey Readers, or to attack the so-called "fads and frills" or pro-

gressive schools.—*William F. Russell, dean, of Teachers College Columbia University, New York, N. Y.*

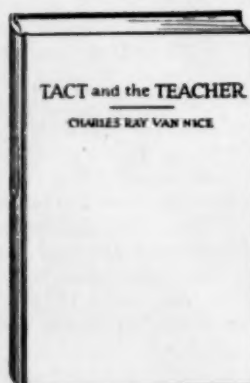
Taking the youth of the community from the alleys and street corners by providing them with playgrounds, reading rooms, game rooms, and other recreational activities furnishing an outlet for their exuberance is a duty imposed on all American citizens.—*Anthony Abbott.*

Dynamic Student Body Elections

(Continued from page 297)

duces each candidate for his turn to speak. As a means of helping the students identify the candidates, each student is supplied with a sample ballot to mark as the speakers appear on the platform. Also, when there is an initiated measure on the ballot, speakers are prepared to present each side of the question to the students. School songs, patriotic songs, and typical convention tunes are played by the school band. Introduction of demonstrations and parades may contribute to the occasion if they are held under control and directed in a constructive manner.

(Concluded next month)



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C. C. HARVEY, Department Editor

OUR SWIMMING POOL SERVES BOTH SCHOOL AND COMMUNITY

In the summer of 1934, northern California's most beautiful swimming pool at Grant Union High School, North Sacramento, was opened to the general public. The pool offered a refreshing swim in pure, sparkling water, out-of-doors, and with competent lifeguards to protect people and teach them to swim. Umbrella tables and numerous lawn chairs were provided for comfort. A nurse was in attendance regularly to administer to anyone who happened to get injured while using the pool.

The price of admission was twenty-five cents for adults and fifteen cents for children. Spectators were admitted free. The hours open to the public were from 12:00 noon to 6:30 P.M. on Saturdays and Sundays until school was closed for vacation. The hours open then were from 10:00 A.M. to 10:00 P.M. every day. Ticket sales were conducted by the student body, and prizes were awarded to classes as well as to individuals. Free passes were awarded to students having perfect attendance during the school year. Special delights were the organ recitals in the afternoon beside the pool and the open fireplace for barbecues in the evening.

On July 4 in the summer of 1940, five hundred swimmers and from two to three thousand spectators were attracted to the pool grounds by paddle tennis, handball, badminton, and tennis.

Later a cafeteria was built; later still a new dining hall which attracts many people now. Water sports and contests between the local school and other schools are enjoyed by all, and a special swimming class for girls — called "the Debmarines" — gives many interesting programs.

The pool is sponsored by the Grant Union High School Student Body Association, and students are hired by the student body to work in the dressing rooms and cafeteria or around the pool, which is kept very clean and sanitary for the comfort and the protection of the patrons.

The profits from the pool go into the Student Body Fund, which provides money for the school's sport equipment and various other projects, such as the cost of stadium and gymnasium maintenance. The *Trailblazer*, school newspaper, is given free to all students, and students are not charged for student-body cards or admission to games. These privileges are possible for the students of Grant Union High School because of the profits from their successfully operated swimming pool.—LAUREL WALKER, Grant Union High School, North Sacramento, California.

EXTRACURRICULAR PROJECTS RESULT OF STUDENTS' INTEREST IN HISTORY

At the Country Day School, Wheeling, West Virginia, interesting extracurricular projects

grew out of the interest of students in Ancient History. One day the accuracy to the textbook used was questioned by a student who had been engaged in outside reading. The instructor suggested that the topic under discussion was interesting enough to spend several days in profitable research to find out the truth.

The class voted to spend two weeks on a project to deal with the development of writing. As a beginning, the names of the peoples — Babylonians, Egyptians, Phoenicians, etc. — were written on the blackboard. Students selected some aspect of the topic and got busy making elaborate scrapbooks and illustrated notebooks.

After a few days the project rapidly developed into an interesting extracurricular activity. Students began to remain for an hour or so after school to work on the project. The work became co-operative as students became conscious of the inter-relationship of the different topics. They discovered that one of the best ways to learn about the way people live is through a study of their writings.

Some students developed "codes" by the use of Egyptian characters and Greek letters. Then the really exciting business began of making samples of the different types of writing. The Babylonians impressed clay tablets with wedge-shaped styli, converted the furnace temporarily into a kiln, and baked them. These were impressive bits of work after they were carefully colored in red, black, and yellow. A few wax tablets were attempted, but these did not turn out so successfully.

The Egyptians and Greeks collaborated on a parchment. One of the students managed to obtain a portion of sheepskin. The wool was removed and the hide treated so that it could be scraped thin. The students took great pains to perfect this, but found that they were unable to produce a very satisfactory writing surface. So they made the parchment into attractive lampshades, and decided to try to make a facsimile with a paper base. The desired effect was obtained by treating stiff paper with linseed oil to make it malleable and glossy and then scorching the edges. The study of the manufacture of papyrus led to the investigation of the modern methods of papermaking with woodpulp and rags. From their experiment with this, arose an interest in newspaper publication. But this itself formed the basis for an entirely new project, and, as Kipling would say, "That is another story."—PATRICIA MACGREGOR, Country Day School, Wheeling, West Virginia.

CLASS IN FORENSICS INTEGRATED WITH SCHOOL ACTIVITY PROGRAM

To stimulate student interest in debate and various extra-curricular activities, the Corvallis, Oregon, High School offers a course called "Forensics." The prerequisite for the course is

two semesters of public speaking.

This class has charge of the various public speaking activities and is integrated with the extracurricular program of our school. Throughout the year, members of the class participate in the forensic contests sponsored by Oregon State College, the University of Oregon, Pacific University, and Linfield College.

During the current school year the debate team discussed the national debate proposition, "Resolved: That the legal voting age should be reduced to eighteen years." The discussion group had for its annual topic, "What should be the postwar policy of Oregon toward Japanese-Americans?" The topic used in extemporaneous speaking was, "Postwar development for Oregon." The radio speaking division required a five-minute original script of a human interest feature story about Oregon.

In addition to contest activities, the forensics group plans the school assemblies in co-operation with the student body assembly committee. Assemblies are sponsored each week by some school organization.

The high school auditorium is hooked up with radio station KWIL in Albany, Oregon. A fifteen-minute broadcast is arranged for by the forensics group and presented every Friday during the school year to help local citizens become better acquainted with the activities of our school. A program explaining how the student body affairs are managed and the duties of stu-

dent body officers was sponsored by the student council.

A program sponsored by Torch, the local chapter of the National Honor Society, in connection with the Benton County Health Association, was presented to encourage the buying of Christmas seals. Programs are presented by the Home Economics Club; the Future Farmers of America; the Grandioso Music Society; Quill and Scroll Society; the Thalian Dramatic Society; and other school organizations.

High school students who participate in the School of the Air program on the Oregon State College Radio Station KOAC are contacted through the forensics class.—JUNE BOWER, Corvallis High School, Corvallis, Oregon.

GOOD AMERICAN POLICY THEME OF PAN-AMERICAN DAY PROGRAM

The last Pan-American Day program presented at Marshall High School, Minneapolis, Minnesota, had for its theme our good-neighbor policy in working with Latin American countries. It provided an opportunity for students to interpret this policy and at the same time present on the stage some of the songs, dances, and plays learned in the Spanish course and at the Spanish Club meetings.

The scene was laid in the market place of a typical town in Mexico. The setting, consisting of a background of a Mexican tiled building with

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its white adobe walls set against a blue sky, was provided by students in the art department. The Spanish students, dressed as Mexicans, sat or stood around in informal groups. There were vendors of fruit, vegetables, flowers, and Mexican wares. Mexicans with their stringed instruments provided the accompaniment for the songs.

In order that the audience might get the full significance of the theme and the various scenes with the performers speaking in Spanish, a student dressed as an elderly American woman sat outside of the scene to the right of the stage and interpreted the words of each number to a small boy who sat at her feet facing the scene. The American woman gave these interpretations as if she were reminiscing about her trip to the market place. As she talked, the students would appear on the stage and dramatize what she was explaining, giving the impression that the whole scene was taking place in the imagination of the boy. The bright rose lighting was an aid to the illusion which gave the scene a colorful atmosphere typically Mexican.

Not only is a program of this type enjoyable to a high school audience, but it also furnishes an opportunity for a large group of students to participate in a program which carries out a significant theme. Such songs, dances, and plays as were presented should form part of the work of any group studying the language, culture, and history of Latin America.

The success of the program was made possible by the co-operation of the art, language, history, and music departments. — JANICE WALKER, Marshall High School, Minneapolis, Minnesota.

EVERYONE IN OUR HIGH SCHOOL TAKES PART IN SPRING PLAYDAY

An activity of the Helena, Arkansas, High School which students always look forward to with enthusiasm is the spring Playday. This is more than an event to feature interclass competition in sports. Its purpose is to give everyone in the school an opportunity to take part in at least one competitive game and to give the students an opportunity to educate themselves in sportsmanship.

Scheduled to take place usually about the last week in April, Playday is the climax not only of the athletic program but of the recreational program as well. It provides a wide variety of games, and each student takes part in at least one. There is a limit on the number of events in which a student may participate. This keeps those who excel in athletics and games of skill from winning all the recognition.

Our annual Playday requires some careful planning and administration, but students take the major part of the responsibility. It provides fun for all, helps to unify the school, and results in a better spirit among students. Last year a plaque was put in the school trophy case with the names of the members of the class which won the highest number of points.

Plans for Playday this spring include, in addition to events of former years, activities in which

our Band, of which we are very proud, will be featured. Some of the activities this year will grow out of the work of our "Teen-Age Club," which provides a year-round program of entertainment and activities for our student body of five hundred.—LOUISE INCE, Helena High School, Helena, Arkansas.

VISUAL EDUCATION IS VALUABLE ADJUNCT TO ACTIVITY PROGRAM

Audio-visual education in the Anoka, Minnesota, Public Schools is a relatively new enterprise, but we feel that the program has been successful and is a valuable addition to our activities. Teachers request films in the spring for the following semester and again in December for the remainder of the year. Extensive use is made of film catalogs containing summaries and evaluations of pictures for use in special fields. The director of visual education plans the program with the help of a student secretary and student assistants.

Students have a leading part in operating our audio-visual program. Student operators, seventeen in number and headed by a chief operator, project the films during the six periods in the day. A special room is used for this purpose, and there is a special form issued through the office for use of teachers in scheduling the films they

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wish shown. The student operators also assist in special auditorium programs when films are shown, and also with programs of local groups who make use of the school projector.

Students play their part, too, in evaluating films. In addition to teachers' reports on films, students rate them on strong and weak features, what they learned, parts they liked, etc. This is helpful to teachers in deciding whether to re-schedule a particular film, and it is beneficial to students in a number of ways. An evaluation scoreboard has been developed for use by students and teachers.

An audio-visual education program is an important adjunct to the extracurricular as well as curricular activities, if students and teachers make proper use of it. This requires planning and co-ordination with the entire schedule of the school.

To students, a motion picture is something more than mere entertainment — they learn many things which are very educational; for example, how the ear is constructed, how people in different parts of the world live, the process of canning salmon, what to do in case of injury, the nature of Japanese religion, what electrons are, means of transportation and communication, how paper is made, how products are made in factories, how our government operates, and hundreds of other equally interesting facts and answers to questions.—ESTHER BENSON, Visual Education Department, Anoka, Minnesota, Public Schools.

OUR COUNCIL HAS LONG RANGE SCHOOL IMPROVEMENT PROGRAM

The Student Council of Scott High School, East Orange, New Jersey, consists of twenty-nine members and represents every class and homeroom in the school. Its program is one of long range — the results of which cannot be measured for many years. It is the Council's hope and ambition to instill more school pride in each student, to develop greater student responsibility, and, by so doing, help to make each student a better citizen.

How does it try to accomplish these results? This is just one of the many examples: In the early spring when the ground was beginning to thaw, a member of the Council noticed students cutting across the lawn. At the next weekly meeting, this matter was called to the attention of other members of the Council. A discussion followed, with these results: a bulletin was issued to all homerooms appealing to each student to be more careful of the lawns; a committee of Council members volunteered to assist the janitors in re-enforcing the wire fences which had been broken down by the winter storms.

A willingness to serve is a predominating characteristic of the Council — to serve its country by organizing groups, to sell defense stamps and bonds; to serve fellow students by establishing a Cheer Fund to be used in sending flowers or small gifts to those who are seriously ill or bereaved.

A delegation of Council members attended the

annual Conference of the New Jersey Association of High School Councils held at the New Jersey College for Women. It also participated in a Post-War Planning Conference held by the New Jersey International Relations Forum at Montclair State Teachers College.

One of the tangible accomplishments of the Council this year has been the writing and adoption of the Constitution and By-Laws. The Student Council has been the place to which all students have been able to bring any questions, suggestions, or problems of school life.—DEBORAH PERINE, Scott High School, East Orange, New Jersey.

HOME AND COMMUNITY SHARE TALENTS OF MUSIC STUDENTS

To give every child passing through the Kansas City Public Schools an opportunity to express himself through music, to find his special musical abilities and to develop them, to teach him to share these musical talents in home and community service and in service to his fellow men is the aim of the Music Department.

Realization of this aim has been expressed in many ways. More adequate provision has been made in the upper-intermediate grades for boys who have changing and changed voices. Another feature in the elementary school has been beginning piano, band, and orchestral instruments. Unusually successful have been the Philharmonic orchestra concerts for both elementary and high school with more than 12,000 students in attendance.

In support of civic, state, and national interests, as well as the war effort, the Music Department has been led into many activities outside of the school that have contributed to individual and group experiences and advancement.

Highlights of the past year have included widespread departmental participation in community affairs such as parades, drives, rallies, and patriotic programs; in providing music for all general sessions of the Kansas City Regional War-Time Conference of the American Association of School Administrators; in the National Methodist Conference; in presenting a nationwide broadcast over a national radio network during National Music Week; and in participating in programs before numerous local clubs and organizations.—HEROLD C. HUNT, Superintendent of Schools, Kansas City, Missouri, Public Schools.


"TOWN MEETING OF THE AIR" PLAN USED FOR ASSEMBLIES

We use the "forum" plan a great deal in the North Des Moines High School, particularly in

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activity groups and in the twelfth grade classes in American Problems. I shall describe an all-school assembly program which originated in such a class. It was patterned after the "Town Meeting of the Air" plan of discussion and is typical of some of the best outcomes of our forum type of class discussion.

The teacher, Mr. Walter Besley, had a group who had done a particularly good job of discussion. The class selected four of their number who had prepared to discuss the question, "How can world peace best be promoted?" Each person took a subdivision and talked upon racial justice, economic co-operation, world organization, and religion. He read carefully on his subject from well-selected references to provide a foundation for sound thinking.

The members of the panel talked five minutes each, and were free to give their own ideas. All the teacher required was that they stick to the subject, and be sincere. There was no rehearsal, except that the four got together and talked over the whole subject. They did not need to agree, and what came forth was therefore their own.

After the members had presented their talks, the moderator asked for questions from the audience and a goodly number responded. Some questions could have been troublesome if improperly handled. For example, the Negro girl who spoke on "racial justice" was asked if she advocated intermarriage between whites and Negroes. Without hesitation she answered that she did not believe in it and no others of her acquaintance did. She added that only the lowest of either of the two races would think of intermarriage. The entire program took about fifty minutes and was well-received by the student audience.—S. E. THOMPSON, Principal, North High School, Des Moines, Iowa.

GLAMOROUS DREAMS FADE AND DIE AS NURSE'S AIDE FACES REALITY

When I first heard of volunteer social service work and the plan in operation at South Philadelphia High School for Girls for giving students experience of this kind, I applied eagerly and quickly for I had dreams, and they were glamorous dreams. I pictured myself as a cheerful nurse's aide surrounded by dozens of sick but admiring children who wanted their "Doris" to tell them a story. Or I saw myself moving from bed to bed silent and efficient with the grateful eyes of all following me. I even spun a tale of saving someone's life. There should be a more descriptive adjective than "glamorous" to describe my beautiful myths—perhaps the missing word is "crazy."

Full of zeal and enthusiasm, I applied the first day and received my first letdown. Girls acting as Junior Nurses' Aides were not allowed in the children's ward. The second blow was when I learned that I must talk to patients as little as possible. I was then assigned to refill water pitchers and, when the supper hour rolled around, help with the trays. Each time when I reported for duty I was given simple, necessary,

but monotonous tasks to do. There was no glamour, and I began to question whether my work was of any importance. I found my answer.

In doing the humdrum, routine work of the wards, I was gaining valuable experience, learning to understand people, learning to face reality, and relieving a nurse who could then devote much more time to her other tasks. In my way I was like a girl in a factory releasing a boy for action. In merely watching from behind the scenes, I was picking up a lot of interesting information. I shall never forget the day I witnessed a blood transfusion for the first time. I realized then how truly great Science is to be able to transfer life-giving blood and enable a patient to fight disease with new strength.

Who wants to be glamorous anyway?—DORIS SILK, South High School for Girls, Philadelphia, Pennsylvania.

GIRL RESERVES ORGANIZATION SPONSORS VARIOUS ACTIVITIES

Miss Jessie Coope organized the first Girl Reserves Club at the old McKinley High School, Washington, D. C., and since its inception this has been one of the outstanding organizations of the school.

The Girl Reserves are part of the Junior YWCA, and the activities of the chapter at McKinley consist of a variety of doings. Meetings

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Understand Social-Studies Reading: Methods of reading accurately and purposefully. How to retain the important points in reading matter.

Use an Encyclopedia: What encyclopedias contain; how to locate a topic in them; how to select information to remember; different kinds of encyclopedias.

Make an Honest Report: Why we mustn't use copyrighted material in our reports without crediting the source; using direct quotations; using borrowed ideas; how to write credit lines and prepare bibliographies.

Use a Dictionary: How dictionaries differ; kinds of information they contain; learning pronunciation marks.

Use a Map: Reading a map; kinds of maps; scales of distances; physical features; political features.

Use an Atlas: How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.

Do Committee Work: Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.

Take Part in a Social-Studies Discussion: Co-operative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.

Use the Library Card Catalogue: How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.

Use an Index: Importance of book indices; hunting topics under various headings.

Use the World Almanac: 900 pages of facts; how to locate needed facts; hunting through the index.

Locate References on a Topic: Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc.; compiling a bibliography.

Read Simple Graphs: Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.

Read Pictorial Graphs and Maps: Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.

Read Percentages, Estimates, and Figures: Difference between accurate figures and estimates; reliability of source; understanding large figures; drawing right conclusions from percentages.

Outline Social-Studies Material: The pattern for diagramming material; numeral-alphabet keys; topics and sub-topics; how to organize ideas.

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Give an Oral Report: 12 suggestions on giving a good oral report; how to rate oral reports.

Make a Written Report: 9 suggestions on writing a good report.

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SCHOOL ACTIVITIES

are held weekly, and a variety of programs are presented. Speeches and discussions by prominent people around Washington are very popular and valuable. Other activities consist of parties, picnics, musical programs, and social events.

The governing body of the Club is the Cabinet, which consists of thirteen of the members. The Cabinet meets monthly at the home of one of the girls. The remainder of the girls are divided into committees, and it is the duty of each committee to take charge of a program some time each semester.

Like most other clubs, there are certain requirements for membership in the Girl Reserves. There are a number of requirements which must be met before the ceremonial, which is a sort of religious induction ceremony designed to emphasize certain ideals.

Inter-high activities and functions are an important part of the program of the Girl Reserves. Co-ed night is held at the YWCA each month, and boys from the YMCA are invited to attend. Dancing and indoor games are the favorite pastimes at these affairs. Hikes are also held, and week-ends are sometimes spent at the YWCA Lodge. The program sponsored by the Girl Reserves does not consist entirely of social and cultural activities, but it includes many service and citizenship activities as well.—BETSY STAFFORD, McKinley High School, Washington, D. C.

PUBLISHING A NEWSPAPER IN A SMALL RURAL SCHOOL

Because of the value derived by rural school pupils from publishing a monthly school paper, I should like to tell how that activity was carried out by such a group. These pupils were only nine in number, and they comprised primary, intermediate, and upper grades. I was the teacher under whose direction they worked.

The first English unit I introduced in this school for all grades concerned the school paper. As an outcome, the children proceeded to publish their first month's issue of what they chose to call *The District 39 Neighbor*.

The first step was to organize the staff. We decided what members were needed. Two eighth grade girls were chosen as editors. An eighth grade boy was our cartoonist. A sixth grade girl became feature writer. A fifth grade boy provided jokes and riddles, and the four third graders furnished stories. All acted as news reporters. Everyone put forth effort to make a worthwhile contribution.

As we were at the time having a scrap drive,

the editorials centered on that subject. Cartoons, also, fostered this salvage campaign.

News reports told of the activities being carried on in each grade. Special units in science, history, art, and music were explained. If a child had brought a lizard or a humming-bird's nest for observation, he would receive mention of it in "Science Notes." If the county nurse or superintendent of schools had been a guest, a pupil would write of the event. Appreciation to the school district for improvements made was indicated.

A deadline date was set for everything to be handed to the editors. They selected what was to be used. The teacher typed the paper, using a hectograph ribbon. One of the children "ran off" as many copies as there were families in the district. The finished papers were divided among the youngsters and distributed by them.

Many were the benefits which resulted from this undertaking. The community was kept interested in its school as well as the children were given pleasure. They also developed co-operation, willingness and ability to accept responsibility, imaginative power, skill in writing, patriotism, and every other good quality I know. I suggest that every rural school have a paper.—HELEN DELORES SODER, New Richland, Minnesota.

OUR ANNUAL SPRING FESTIVAL GOOD MONEY-RAISING DEVICE

Some student bodies are faced with the problem of raising money every year and bat around wildly at the last minute for ideas. In the Bell Gardens Junior High School, Los Angeles, California, we promote an annual spring festival or carnival.

When the principal asked me to serve as chairman of the faculty committee for the carnival, my heart sank. I didn't seem to have the courage to ask the students for another penny or another gram of effort. Our youngsters had gone over the top investing in bonds and stamps; contributed liberally to the Junior Red Cross and War Chest; gone all out in the drives to collect furnishings for community hospitality hut, paper, and old clothes. They had sent Christmas boxes to servicemen overseas. At the moment, they were busily engaged in working on game kits, writing boards, joke books, afghans, ash trays, etc., as Red Cross projects.

As soon as the carnival was announced, however, my worries were at an end. The idea took hold like wildfire. Each conference group signed up for an event. Some rooms took as

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many as four concessions. We had such projects as the Hitler-Tokio Kid Ball Game, penny pitch, food stands, raffles, fish pond, puppet theater, spook show, bowling alley, variety show, bingo, various skill games, dancing, one-act-play, and a boxing match. Each conference group was responsible for the construction and decoration of its own booth, and each one tried to surpass the other.

The faculty committee subdivided into ticket, publicity, poster, booth-construction, lighting, locations, and clean-up committees. We decided to sell 5 and 10-cent tickets during carnival night at booths. Each concession could require as many tickets as it thought it merited, but no money was to be exchanged at the concession. There were no general admission tickets.

For publicity, each concession had a time assigned over the school public-address system. A "pixie" dressed in such a way that he would be hard to recognize was introduced to rooms each day, and at the end of the week a prize was given to the one who guessed his identity. Posters and a parade through the business and residential districts around the school were other means of promotion.

The most successful publicity stunt, and also the best money-raiser, was the King and Queen contest. A petition with the signatures of fifty students was required to make an entry. After a name was entered, every penny gathered counted twenty votes. Winning contestants were crowned at an impressive ceremony during the

carnival.

Many factors contributed to the success of the carnival, but the most important was the purpose for which it was held. Several of the students wouldn't have enough money to buy student-body cards, and so our school goes without them, because we want to be truly democratic. Without limitation, every student in school has the right to vote and the right to participate in any school activity.

Toward the end of the school year, the students themselves stage the Spring Festival to raise money for the student-body activities the following year. The event takes a great deal of work and responsibility, but it is an effective means of raising money and it gives the youngsters the same pride in possession in their school that their parents have in their homes.—VERNETTA TROSPER, Bell Gardens Junior High School, Los Angeles, California. (Condensed from *Sierra Education News*, November, 1944.)

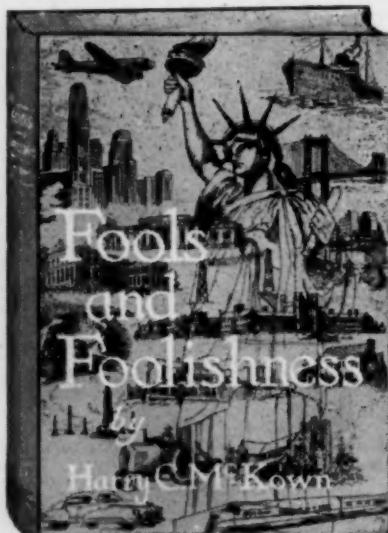
ITEMS IN BRIEF

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and use checkbooks in connection with the exchange of goods and services. Borrowing and lending among the pupils has been taken out of a somewhat chaotic and demoralizing state by the Credit Union. Chartered by the School Council, it was established not only to make borrowing and lending businesslike, but also to encourage systematic saving and to give experience in the operation of credit institutions.—S. R. LOGAN, Associate Superintendent of Schools, Winnetka, Illinois.

At the Shawnee High School, Louisville, Kentucky, the Student Council has developed a general test on school citizenship. All new students must make a passing grade of seventy before becoming a member of the Shawnee Student Association.

The *Evander News*, semi-monthly student newspaper of Evander Child High School, New York City, prints editorials, news stories, and features dealing with tolerance and goodwill. The theme last year of Evander Child's Yearbook, *Oriole*, was "One World." On its title page the editors state: "We show that man cannot remain isolated from the rest of the world, that he is tied to his fellow man by a bond of brotherhood."

During the past term, the assembly programs of Public School 37, New York City, were planned with this two-fold purpose in mind: (1) To show how, in the midst of war, we must look forward to peace. (2) To show that a lasting peace cannot be won unless we co-operate with those nations that desire peace. The programs were planned so that a speaker representing one of the United Nations would address the school each week.

Each of the four pupils of the Big Muddy School, Wyoming, owns a bond, and their Schools at War scrapbook was one of the sixty sent to England for exhibit.

The Pittsburgh Public Schools have prepared special pamphlets for the use of members of the school safety patrols and their advisers. These were printed by students at the Washington Vocational High School of Pittsburgh. The safety patrol in each school is under the direction of a Junior Safety Council, which has a faculty adviser.

The latest report of the Superintendent of Pasadena, California, City Schools contains some interesting facts regarding activities of students in that city. For example: In less than a year, 57,579 articles were collected or made and donated to the Red Cross. Students contribute to the Red Cross Blood Bank, make furniture to be used in hospitals, design, print, and send thousands of greeting cards to men in the service. Girls are trained for home nursing duty. Over 2,000 model planes were made for the Army and Navy.

At the Elkins Park, Pennsylvania, High School,

the student council has drawn up a pattern of parliamentary procedure to be used by home-rooms as well as by the council itself. This outlined the use, purpose, order of business, and general rules and procedure for a business meeting.

"Pen" Gaines, seventeen-year-old youth leader of Tallahassee, Florida, has written a book, "Young Pioneers, Constructors of Tomorrow's Peace," which he has dedicated to the Teen-Age Center. He hopes it will be the basis of a movie on the youth movement. It is estimated that there are between four and five hundred Teen-Age Centers in the United States.

We need a wide range of new and different skills. Without skills there is no savor in life.
—Girl Scout Leader

Synchronizing Speech Methods

(Continued from page 290)

A mental shot of novocain will never do that. "Select a speech which is suited to your personality" advises the compiler of a volume of "orations." He is not content to let these serve as models for the student (a worthy end in itself), but he wants to turn the whole activity into a *speech project in reverse*. It is like trying to find a man to fit the suit in the showcase window.

Some ladies are convinced that they are on their way out when their hats look like hats. And some instructors think they are giving away "trade secrets" when they show the student how to put a sentence together; or when they hint at the clear psychological basis of persuasion itself. It is easier (they imagine) merely to sit back in the school auditorium and listen to "playbacks." But the "easy" way may prove to be the most difficult in the end. Perhaps it was after listening to some of these "playbacks" that Bonaro Overstreet was prompted to say:

"It's still a land where the words of honest men

Are given a sort of open-market chance
To carry conviction to the minds of men.
If they do not carry conviction — I'd want to say

Honest men still have a lot to learn
About the power and beauty of the word."

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Conference Report of a Local Student Council

(Continued from page 303)

Power and Secure Greater Student and Faculty Cooperation?"

Betty Amsler, Senior High School

"What Qualities of Leadership Are Necessary for Successful Student Council Work?"

Edward Mich, Ferndale High School

"For What Purpose Should the Council Conduct Fund Raising Activities and Which Type of Activity is Likely to be Financially Successful?"

Margaret Trapanotto, Joseph Johns Junior High School

"How much and What Type of Parliamentary Procedure Should be Used in the Council Meetings?"

George Matthews, Southmont High School

EVENING SESSION

6:00 P. M. High School Cafeteria

Mary Jane Schwing—Presiding

Welcome

Betty Amsler

Invocation

Dr. W. C. Davis

Dinner

Solo

Group Singing

Amelda Cavallo

Accompanist, Jean Gantos

Introduction of Guests

Report of Afternoon Session

Mary Elizabeth Furry

Cello Solo

Mary Lou Naylor

Accompanist, Jack Bird

Address

Miss Ruth Leach,

Librarian Cochran Junior High School, and President of Johnstown Branch, P. S. E. A.

Forum Period

Group singing

After each talk on the afternoon program, a short forum period was conducted by Miss Mary E. Furry, adviser to the Garfield Junior High School Student Council.

We were highly gratified by the many worthwhile ideas and suggestions that were brought out at this meeting.

Comedy Cues

A Welshman who was very proud of his bass voice was describing a wonderful dream he'd had.

"I was in a mighty choir," he said; "5,000

sopranos, 5,000 altos, 5,000 tenors — all singing together double forte."

"It must have been wonderful," said the listener. "But what about the basses?"

"That was it!" said the dreamer. "Suddenly the conductor stopped the choir and, turning to me, said: 'Not quite so loud in the bass please, Mr. Jones!'"—*Educational Music Magazine*.

SOME SPEED!

Mrs. Jones was very proud of her son, who showed promise as an athlete.

"Yes, he must be a very fast runner," she explained proudly to a neighbor. "Look at this newspaper report of the sports yesterday. It says he fairly burned up the track."

"And it's quite true," she added, confidentially. "I went to see the track this morning, and it's nothing but cinders."

—*Wisconsin Journal of Education*

PROTECTION

A small boy in the visitor's gallery was watching the proceedings of the Senate chamber.

"Father, who is that gentleman?" he asked pointing to the chaplain.

"That, my son," is the chaplain, replied the father.

"Does he pray for the senators?" asked the boy.

The father thought a moment and then said, "No, my son, when he goes in he looks around and sees the senators sitting there, and then he prays for the people."—*Balance Sheet*.

THANX A LOT

During a question period following a lecture a man arose and put a foolish query to the speaker. The latter replied:

"The logic of your question makes me think of another. Can you tell me why fire engines are always red? You can't. Well, fire engines have four wheels and eight men. Four and eight are twelve. Twelve inches make a foot. A foot is a ruler. Queen Elizabeth was a ruler. The Queen Elizabeth sails the seven seas. Seas have fish. Fish have fins. The Finns fought the Russians. The Russians are Red. Fire engines are always rushin'. Therefore, fire engines are always red. I hope this answers your question also."—*Texas Outlook*.

OUT-FLANKED

Mother: Freddie, why did you kick Teddy in the stomach out there in the yard?

Freddie: He turned around.—*Selected*.



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